The Single Plan for Student Achievement

School: Perris High School

CDS Code: 33-67207-3335973

District: Perris Union High School District

Principal: Steve Spraker-Interim

Revision Date: May 3, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on September 20, 2017.

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School Vision and Mission

Perris High School's Vision and Mission Statements
Our vision for students: Perris High School will provide a quality education that prepares students to pursue their college and/or career goals. Upon graduating from Perris High School, students will be: effective communicators, empowered citizens, critical and creative thinkers, positive contributors to society, and responsible digital citizens.

Our Mission: Perris High School's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.

School Profile

School Profile

Perris High School is one of three comprehensive high schools serving grades 9 through 12 in the Perris Union High School District. Established in 1899 and relocated to its present site in 1961, Perris High School has a rich history in Southwest Riverside County. The student population is approximately 2,372 with 95 classroom teachers, 6 guidance counselors, 1 media specialist, 1 psychologist, 4 administrators and 78 classified support staff. Many of the faculty and staff members at PHS are alumni and are very proud of their school. In addition, many students have parents who attended Perris High School. PHS continues to build upon high expectations to assist students in finding those areas deep within themselves that will allow them to perform at their optimum level of skill, talent, and ability. Perris High School is becoming a high tech school that prepares students for the 21st century. Perris Union High School District is a one-to-one device district, with all students having access to an individual laptop. Major structural improvements have been made and more are planned to create a flexible and state-of-the-art facility.

The fact that our community is geographically spread out provides both opportunities and challenges. The opportunities lie in the resources and enrichment experiences that our area provides. Students and staff receive benefits from the cultural and ethnic diversity resulting from a student population that comes from varying backgrounds. The challenge is to increase parent and community participation from all of the areas that we serve.

Perris High School's Single Plan for Student Achievement (SPSA) focuses on analyzing and evaluating the academic achievement of all students in the school, obtaining recommendations from stakeholder groups, standing and special committees regarding the focus of the school's Single Plan for Student Achievement, developing and approving the school plan and all proposed expenditures in accordance with all state and federal laws and regulations, recommending the school plan including related budget expenditures to the local governing board, providing ongoing monitoring of the implementation of the plan and budgets/expenditures, revising the school plan, including expenditures, timelines and evaluation criteria, as needed, conducting an annual evaluation of the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students, and participating in all local, state, and federal reviews of the school's program for compliance and quality. In addition, recommendations from the 2017 WASC report were included. Perris High School receives schoolwide Title I funding.

Staff development focuses on effective collaboration through the PLC process and AVID instructional strategies as the vehicle for improving student achievement.

The Perris High School, School Site Council meets once a month and consists of elected representatives from the school and surrounding community. The School Site Council functions as a shared decision-making body on topics relating to budget and proposed expenditures, staff development, assessment and accountability, school growth and technology, and student achievement. It is directly involved in approving expenditures from categorical funds that are consistent with the goals established by the School Site Council in the Single Plan for Student Achievement.

Perris High School operates on a modified traditional calendar, with an early August start and early June end date. The bell schedule includes time for weekly Professional Learning Communities (PLC). PLCs are working towards being data-driven and focus on sharing best practices, using data to guide instruction, adopting consistent strategies, vertical alignment, and curriculum planning/pacing. In 2015-16 the bell schedule was changed from a six period to a seven period day resulting in a longer school day and time for weekly collaboration among staff.

Elementary schools from the Perris Elementary School District and Pinacate Middle School feed into Perris Union High School. Perris

High School became a Program Improvement school in 2009 after not making sufficient growth in subgroups for two consecutive years.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey (CHKS) was administered to all students in the spring of 2014. California School Climate Survey of school staff was used as well as some earlier data from parent responses to the California School Parent Survey. The Safe and Supportive Schools School Climate Survey was also administered in 2014. As a part of the LCAP process students, staff, parents, and community members were surveyed. The LCAP Dashboard provides data on many aspects of the SPSA. A survey of the PHS parent and students was given in the fall semester...

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration conducts regular walk-throughs of classrooms to ensure that appropriate instructional strategies are being used. Adopted curriculum is used for all core content areas along with supplemental resources such as the learning management system (Haiku) and use of essential questions and/or learning objectives to drive daily teaching. Each classroom is visited at least once per grading period.

<div align="center">**Analysis of Current Instructional Program**</div>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Teachers utilize a variety of assessments to determine students' success. End-of-level testing scores, State achievement testing scores (CAASPP; California Assessment of Student Performance and Progress, and EAP), embedded content assessments, EdPerformance, HMH, benchmark tests in the core areas and teacher designed performance tasks and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents' information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

   Multiple measures are used to determine the literacy and proficiency levels of English Learners. The CELDT, EDGE assessment (textbook based), SBAC and Benchmarks are used to place students in appropriate courses including core, core with advanced language support, and three levels of block ELA and ELD courses. This begins to address the level of support needed for students to improve their level of English language literacy, decrease the D/F rate, and close the achievement gap.

   Perris High School uses the following standardized assessments:
   The California Academic Assessment of Student Performance and Progress (CAASPP) consists of several key components, including:
   - SBAC (Smarter Balanced Assessment Consortium tests) which include English-language arts (ELA) and mathematics (Math) in grade eleven.
   The assessments under the CAASPP 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.
   - California English Language Development Test (CELDT), an assessment of English language acquisition given to all students classified as English Learners.

   Ed Performance Series: The ED Performance Series is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities. This assessment is used for special education students only.

   EADMS: This system is used to view test results by standard as well as disaggregate data. The system is also able to administer custom exams.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data to analyze current conditions and focus on developing a standards-based curriculum and effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know if their students are mastering the standards and when to make specific modifications to classroom instruction so they can better guide students toward improved academic achievement. They use the data to quickly and accurately respond to student areas of need and to influence teacher best practices during PLCs.

The school uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.

Staffing and Professional Development

3. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers at Perris High School meet the criteria for highly qualified. In addition, professional development is required for classes using SBE-adopted instructional materials. Follow-up staff development is provided for teachers who work with English Learners and those who desire to expand their repertoire of instructional strategies. All district and site staff development opportunities are planned in response to assessed needs of our students and based on the professional needs of the staff. Assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team Members review and evaluate assessment results to make determinations about the program improvement. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject Area Committees meet to evaluate how the standards are being met through the curriculum. Some committees have developed rubrics for key assignments, developed or revised end-of-level tests, aligned pacing guides to California State Standards, and chosen materials. Many are now implementing Common Core and the shift in instructional practices and assessment that will be necessary to ensure student success in Common Core curriculum. Many teachers are part of CCIT (Common Core Implementation Teams).

Staff development has focused on using data to inform instruction, instructional delivery and design, AVID strategies, best practices, technology and the Common Core. The district provides staff development during released time and after school. Every attempt is made to offer important information at multiple opportunities. Riverside County also provides staff development opportunities to district staff. Teachers have also received technology training through Google Apps for Educations and many are involved in content area training including Project Lead The Way, Expository Reading and Writing and the California Foreign Language Project. All of these opportunities increase the professionalism of our staff.

Perris High School Professional Learning Communities meet weekly. During these meetings, teachers work collaboratively on common assessments, standards based lesson plans, and analysis of student performance data. Accessible staff development in differentiated instruction for all student groups is needed. Additional weekly collaboration time is used for more PLCs, committee work, and direct collaboration with grade level and subject area peers.

To continue improving student achievement Perris High School will focus categorical resources on all areas of staff development, culture and climate, parental involvement, and college and career readiness. Outside consultants as well as site and district staff are regularly used to provide staff development and follow-up.
Workshops have included behavior management and support, Integrated ELD, robotics, writing IEPs, study skills, Common Core, technology, safety and crisis intervention.
Each site also has a technology coach to work with teachers in groups and individually to implement the use of technology.
Perris Union High School District Scholar+ program provides a Chromebook for every students to enhance the use of technology in the learning environment. Teachers receive support in using the district learning management system (Haiku) as well as Google Docs and Google Classroom. Additionally, as new apps are developed staff receives training on their use so they can integrate them into instruction as needed.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    The school provides ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELD and intensive intervention instructional programs to improve student achievement. An EL coach will continue to be on campus to support stake-holders and serve students. The coach supports the delivery of instruction, help ensure proper placement of students, and provide on-going data analysis to ensure that adjustments to student programs are made as needed.

Teaching and Learning

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    Perris High School has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The standards serve as the framework for directing district goals, objectives, and School Wide Learner Outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

    Staff is involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans (pacing guides) are aligned with state content standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers. Common Core Implementation Teams design curricula and district wide assessments to align with the Common Core. On-going staff development and collaboration in the Common Core has prepared content areas to continue the shift in instruction and assessment necessary to prepare our student for Common Core assessments.(SBAC, Benchmark Performance Tasks)

    An informal survey of staff was conducted in 2015-16 to determine which programs have been effectively utilized and which programs are not effective and no longer needed.

    Administration and staff receives ongoing training in the creation of measurable and achievable goals in all curricular areas.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    In order to ensure that all students achieve proficiency in California Common Core Standards, Perris High School provides a rigorous and quality educational program that prepares students for high school. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources include Title I, EIA, EIA/LEP) all are used to support the instructional program. As materials and curriculum become available to meet the standards of the Common Core they will be disseminated to staff and used with all students.

7. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in core content areas. These materials are utilized daily as designed to support the needs of all students.

At all grade levels, teachers are using the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All teachers teaching core and intervention classes are using SBE adopted materials.

Teachers are integrating AVID and other effective instructional strategies into instruction and assessment to help prepare students for Common Core assessments. Revisions to the curriculum are ongoing as the assessments are implemented and funding and materials are being made available.

Opportunity and Equal Educational Access

8. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In the 2016-17 school year Read-180 (Reading Intervention Program) was adopted.
It is a literacy program that teaches phonics, grammar, reading, writing, listening, speaking, as well as other important areas of Language Arts. It is systematic and sequential in its presentation of vocabulary skills. It requires collaboration for English teachers and encourages all staff to participate. Students take this class in a double block. These students are diagnosed and alternate between a mathematics and ELA instructor to assure that all areas of weakness are covered. The focus will be on effective interactive teaching and learning to maximize learning in all content areas.

Students have access to support materials on a Learning Management System (Haiku) for additional help at their own pace. All students have a device to access the Internet and the District provides Wifi access to all students at all times on campus.

During Professional Learning Communities teachers discuss pacing and best practices. Common assessments are also reviewed to determine where re-teaching is needed.

9. Research-based educational practices to raise student achievement

Research shows that if you engage students in the learning process you will see increased achievement, increased attendance, and a decrease in discipline and behavior issues. Perris High School has focused on instructional strategies that increase student engagement and closes the achievement gap. All teachers write learning objectives that describe what students will learn, how they will learn it, and how they will demonstrate their knowledge. All school staff is actively involved in student focused committees (Attendance, PBIS, and School Safety) with the goal to ensure that our educational practices are effective in supporting students and increasing achievement. Student engagement is the single most efficient, effective, and research-based approach to closing the achievement gap and delivers a comprehensive schema for teachers, support providers, and principals to ensure every student is interacting with content from bell to bell.

Staff have gone through extensive professional development. The site and district offer a variety of formats for staff development including summer programs, after school programs, release time, and winter break training. These are led by coaches, consultants, administrators and fellow teachers.

Staff will be charged with identifying and implementing interventions, mentorships, and remediations focusing on the most at-risk students including, but not limited to EL, Foster, low-achieving and SPED students. The goal is to target these students earlier and more effectively.

<u>Parental Involvement</u>

10. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Student and parent engagement is increasing and can be seen through activities of the school site council, the level of participation at school functions, and participation in other district committees such as PELI and AAPAC. Student leadership is further tapped through school student representation at the district school board meetings, the Associated Student Body (ASB), English Language Advisory Committee (ELAC), School Site Council, and other advisory committees.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems. Student incentives are included in programs where it is determined they will be effective. Practices to reduce tardies and excessive absences have also been implemented. Many of the parent involvement activities are facilitated by a bilingual parent liaison who staffs the Parent Center. Parental development opportunities are also offered through the 21st Century Community Learning Centers. The following are some of the other programs integrating the community, families, students and the school:

Student Assistance Review Board (SARB) convenes when students exhibit excessive tardies or absences.
Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the SST consists of a representative from special education, Title I, ESL, regular education teacher, counselor, and any other personnel may attend if needed.
At-risk counseling services and support groups.
An on-site bilingual Parent-Community Liaison to work with staff, students and parents.
Student of the month.
Corporate support for programs.
The Gluck program for the arts from University of California, Riverside.
Safe and Drug Free Schools activities- Friday Night Live
Link Crew
Motivational speakers
Student performance incentives
Home visits by administration, law enforcement and counseling
PELI- Parent Engagement Leadership Initiative

PBIS (Positive Behavior Intervention Support)- A discipline committee with an emphasis on proactive versus reactive interventions. Data in regards to discipline infractions, consequences, frequency, ethnic groups, and other significant subgroups are analyzed to help determine areas of concern and need for intervention. Positive messages are conveyed through assemblies, awarding of points for positive behavior, incentives for points, and recognition of students who exhibit core values as identified by the committee.

11. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards. This includes research based parent involvement strategies.

District Leadership Team provides a districtwide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district and site Title I board policies on Parental Involvement. In addition, each site then evaluates the site Parental Involvement Plan and updates the activities that the site will conduct.

Parents are notified by mail of the Program Improvement status prior to school starting

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, parent conferences, progress reports, the school marquee, school website, and Alert Now (automated telephone message delivery system).

Opportunities to Volunteer are available:
Classroom Helper
Athletic Programs
WASC
Coffee / Dessert with the Principal
School Events

Parents are also asked to serve on the following committees:
English Learner Advisory Council (ELAC)
School Site Council (SSC)
African American Parent Advisory Council (AAPAC)
Parent Engagement Leadership Initiative (PELI)

Parents are invited to attend the following school activities:
Incoming Freshman Parent Orientation Night
Athletic Events
Back to School Night
Open House
Parent Education Nights
Principal Coffees
Student Performances
FFA Events
Club/ Organization nights
Counseling sponsored nights (Financial Aid, College admissions, Parent Portal, to name a few)
Parent University

<u>Funding</u>

12. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following are additional programs that use funds provided by categorical programs:

Parent outreach and education (Goal 4)
Gifted & Talented Education (GATE) (Goal 1)
Advancement via Individual Determination (AVID) (Goal 1)
Technology and English Learner Coaches (Goal 1)
Incentive programs (Goal 3)
On-site bilingual Parent-Community Liaison (Goal 4)
Career Technical Education (Goal 3)
Technology (Goal 1)
Staff development (Goal 1)
Learning center (Goal 1)
EL Support (Goal 1)
PBIS (Goal 3)
student leadership training and support (Goal 3)
Field trips and other enrichment opportunities(Goal 1)
Innovative Teen Center

13. Fiscal support (EPC)

Perris High School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA). PHS received categorical funds from Title I, 21st Century Assets Grant, AG incentive, CTEIG and Perkins to provide additional support for students at risk for not meeting state standards and graduation requirements.

Description of Barriers and Related School Goals

As part of the LCFF/LCAP process a transcript audit was performed to see what kept students from graduating or meeting the A-G requirements for college entrance. It focuses on access and success. New policies have been put in place to address this area, however the growth is slow. Two things that need to happen is we need to identify and/or create pathways and corresponding capstone courses to give students a focus as they move through high school. With a focus on building effective collaboration through the PLC process departments need to identify those best Practices that are found to be most effective for their content area and make a concerted effort to develop them department-wide.

Using more data analysis is a school-wide critical area for follow-up in our WASC report. More types of data need to be made available and analyzed by staff including but not limited to D/F rate lists, transcripts, and grade distribution reports.

Use of the Career Center has increased as students have become aware of its existence and value to their career and college planning. The Career Center provides school-wide e-mails announcing scholarship availability and college and career speakers. The Career Center is the hub for community and business involvement in the school. This needs to continue and expand.

There still needs to be an on-going focus on school climate and culture; the PBIS (Positive Behavioral Intervention and Supports) committee is charged with further improvement.

There needs to be an on-going focus on digital citizenship to address the differing levels of understanding of the appropriate use of technology. Monitoring of what computers are actually being used for is needed to inform how staff manages the use in classrooms.

Effective classroom management practices are essential in addressing student use of technology. Staff development in successful blending strategies is needed.

We have been building a strong field trip program and need to narrow the list to the most effective that serve the most students. Coordinated activities are needed to ensure accountability. College, industry, and more vocational destinations need to be included to anticipate the interests of all students.

Student engagement continues to be a concern. The Innovative Teen Center provides after school activities, a study hall and field trips. Follow-up surveys will help ensure that students are feeling more connected to school and that the program is having a positive effect on student achievement.

The use of PLCs has become more focused, however additional training is still needed is ongoing. The WASC Progress Visit Visiting Committee Report suggests that 1) staff continue to focus on the analysis of student work/data to drive instruction, 2) the district continue to provide Professional Development on Common core and instructional strategies that will help increase student achievement, 3) staff identify and implement the most effective instructional strategies. PLC implementation training is still needed to ensure effectiveness of the process. The site WASC process will continue with periodic meetings of the committees to discuss progress and gather evidence for the next visit.

We must maintain an ongoing focus for addressing and modifying poor behavior. This focus would ensure that students are very clear regarding their understanding of what our expectations for them are. Further, our implementation of policy and practice must become consistent to ensure student buy-in which will foster a culture of life-long learning. Tardiness continues to be an issue, however through the school attendance committee we are making adjustments to policies and procedures to ensure that areas of concern are addressed and evaluated for improvement.

There is a need to continue to increase the a-g completion among students, data shows that 30.4% of students graduated a-g compliant. The AVID coordinator has two release periods, one is paid by the district and the other is paid by the site. Career Software that is provided is not used universally and many students are unaware of its availability. School-wide and grade level awareness regarding college and career resources needs to be addressed.

Overall the sheer number of students who are not achieving presents a task that needs a unique approach to closing the achievement gap, decreasing tardies, improving attendance and increasing school engagement while creating strong 21st Century learners.

Parent and family engagement opportunities have increased, however participation is not as high as desired. The school needs to better communicate what parent and family engagement looks like so that stakeholders have an expanded definition of parent and family engagement that is more inclusive and recognizes all of Epstien's model.

Related school goals:

Students in subgroups will improve their performance in ELA and math as demonstrated by a 3% increase in the number of students scoring AT or NEAR or ABOVE proficiency.
Increase the rate at which English Learners are reclassified by 3% each year.
Increase the usage of effective instructional strategies within the classroom by 3% each year.
All students will graduate from high school prepared for college and careers.
Increase the percentage of students meeting graduation requirements by 3%.
Increase the percentage of students completing A-G requirements by 2%.
Increase the percentage of students who have completed a pathway capstone class by 2%.
All departments and sites will provide a safe and positive environment for staff and students.
Increase the number of students participating in after school clubs, sports, activities, and academic organizations by 3%.
Reduce episodes of bullying, drug use, violence, and truancies by 3%.maintain and build positive and safe working environments for staff and students by 3%.
Reduce the total number of suspendable incidents and days of suspension for students by 3%.
Ensure that every student and educator has at least one Internet access device and appropriate software and resources for research, communication , multimedia content creation, and collaboration for use in and out of school.
Staff will use LMS offerings (ie. Haiku) to post and communicate information for all stakeholders.
Improve communication among all stakeholders in English/Spanish.
Build parent capacity and participation in their child's education.
Increase participation with business and community to support school programs.

Increase parent usage of district student information system.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	564	573		541	549		539	547		95.9	95.8	
All Grades	564	573		541	549		539	547		95.9	95.8	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met		% Standard Not Met	
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2559.8	2530.9		10	7		32	24		32	32		26	37	
All Grades	N/A	N/A	N/A	10	7		32	24		32	32		26	37	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	15	10		59	55		26	35	
All Grades	15	10		59	55		26	35	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	18	11		52	48		29	42	
All Grades	18	11		52	48		29	42	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	11		65	59		24	30	
All Grades	11	11		65	59		24	30	

Grade Level	Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade **11**	24	16		54	56		22	29	
All Grades	24	16		54	56		22	29	

Conclusions based on this data:

1. Scores for reading, writing, listening, and research/inquiry are flat showing no glaring strengths or weaknesses.

2. There is room for growth in all areas.

3. These scores are for the spring of 2014. As soon as 2015 scores are available comparisons will be made and more definitive goals created.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade **11**	564	573		540	549		537	547		95.7	95.6	
All Grades	564	573		540	549		537	547		95.7	95.6	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade **11**	2498.9	2502.0		1	1		10	10		21	20		67	68	
All Grades	N/A	N/A	N/A	1	1		10	10		21	20		67	68	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade **11**	4	5		29	22		67	74	
All Grades	4	5		29	22		67	74	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade **11**	2	2		44	45		54	53	
All Grades	2	2		44	45		54	53	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade **11**	3	3		53	48		43	48	
All Grades	3	3		53	48		43	48	

Conclusions based on this data:

1. A large number of students scored below the standard in all areas. Virtually no students scored above the standard.

2. These scores are for the spring of 2014. As soon as 2015 scores are available comparisons will be made and more definitive goals created.
3. Problem solving and modeling/data analysis and communicating reasoning had many students at or near the standard, while concepts and procedures had a small percentage at or near the standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	17	6	6	38	34	41	29	41	37	10	14	12	5	5	4
10	12	13	17	39	45	39	31	24	32	10	13	7	9	6	4
11	15	10	27	44	40	46	28	25	17	5	15	7	7	11	3
12	16	3	11	40	27	42	29	45	23	5	14	17	10	11	7
Total	15	9	16	40	39	42	30	31	28	8	14	10	7	7	4

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	19	9		38	35		25	37		9	11		9	8	
10	13	13		37	43		30	25		9	12		12	7	
11	20	10		40	40		24	24		7	15		9	10	
12	19	3		37	27		25	45		5	14		13	11	
Total	17	10		38	38		26	31		8	12		11	8	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

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School Goal #1

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: 1. Improved Academic Achievement
LEA GOAL:
1. To increase the percentage of all students who are proficient/advanced proficient in English Language Arts by 3% and Math by 3% annually. 2. To close the achievement gap by increasing the percentage of Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in ELA and Math by 5% annually. 3. To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually.
SCHOOL GOAL #1:
English/Language Arts and mathematics • Students in subgroups will improve their performance in ELA and math as demonstrated by a 3% increase in the number of students scoring At or Near or Above proficient • Increase the rate at which English Learners are reclassified by 3% each year. • Increase the usage of effective instructional strategies within the classroom by 3% each year. • Decrease the number of students failing 3 or more classes each semester by 5%. • Increase the GPA for all students by or the number of students with GPAs above 2.0 by 3% (currently 62%)
Data Used to Form this Goal:
LCAP Goal #1 Site Data which includes: English Learner AMAO Performance CAASPP Performance Data Two Year Grade Data
Findings from the Analysis of this Data:
Scores exceeded the annual growth target for AMAO 1. There was an increase in reclassification data, which pushed us above the county average. SB ELA Standards Nearly Met scores increased by 10.8% Mathematics Semester 1 D/F grades decreased by 1.6%

How the School will Evaluate the Progress of this Goal:
Site Grade Data analysis, CAASPP Performance Data, CELDT Data, Site AMAO Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Technology for monitoring progress of SWD and low achieving students	on-going	SPED department, ELA department	a. IXL and Manga High, etc.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	700
1.2 Student remediation and effective instructional strategies			a. Instructional materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
			b. instructional supplies- notebooks, binders,	4000-4999: Books And Supplies	Title I Part A: Allocation	20000
			d. Supplemental instructional materials	4000-4999: Books And Supplies	Title I Part A: Allocation	5000
			e. Student planners	4000-4999: Books And Supplies	Title I Part A: Allocation	8000
1.3 Staff development - content area conferences, workshops, trainings-PLC	throughout 2017-18	teachers, administration	a. registration, transportation, lodging,	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	12000
			b. substitutes for teachers attending conferences	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000
			c. Training related to instructional strategies	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Enrichment for academics- Field trips, admission to venues, to supplement and enrich the academic program.			a. field trips, transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	25000
			b. substitutes	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1000
			Field trips student - admission	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	11880
			d. transportation-AVID college trips- match district contribution	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			e. admission and transportation-other field trips	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1200
1. 5 Community based learning for SPED- published materials and supplies, supplemental supplies for implementing community based learning.	on-going	SPED department	a. materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	900
			b. reimbursement for additional supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	600
1.6 Extending Learning Time for learning beyond the classroom, ie. 20%, Maker Space, etc.	on-going	Administration, certificated staff	a. Staff Development- conference costs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
			b. Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500
1.7 Student recognition and motivation	on-going	Administration	a. materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			b. speakers	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4000
1.8 supplemental educational materials- classroom instruction, media for library, reconfigure library/media center to accommodate student use	on-going	administration, media specialist	a. media center	4000-4999: Books And Supplies	Title I Part A: Allocation	3000
			b. materials and supplies- modular seating	4000-4999: Books And Supplies	Title I Part A: Allocation	7000

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: 2. Career and College Readiness
LEA GOAL:
1. To increase the percentage of students meeting graduation requirements to 90%.   2. To increase the percentage of students completing A-G requirements for college entrance by 5% annually.   3. To increase the percentage of students participating in Career Technical Education/pathway capstone courses by 5% annually.   4. To Increase the percentage of high school junior students having passed the English Language Arts and Math components of the Early Assessment Program by 3% annually.
SCHOOL GOAL #2:
All students will graduate from high school prepared for college and careers.   1. Increase the percentage of students meeting graduation requirements by 3%.   2. Increase the percentage of students completing A-G requirements by 2%.   3. Increase the percentage of students who have completed a pathway capstone class by 2%.   4. Increase the number of students taking articulated and/or dual enrollment courses.   5. Have all students attend at least two field trips that enrich the academic experience and/or bridge high school to career fields or college-going experience.   6. Increase student use of career/college software.
Data Used to Form this Goal:
LCAP Goal #2 Site Data which includes: High School Graduation completion, A_G Completion, FAFSA Completion, AVID Success and Enrollment, Advanced Placement (AP) Enrollment and Success,
Findings from the Analysis of this Data:
The A-G completion rate has decreased by 3.6% over the past three years from 2014-2016.   The overall achievement of the African American subgroup is low overall (dual enrollment, AP, Graduation).   FAFSA completion rates had an increase of 31.93% in the past three from 2014 - 2016.   There was a 96% increase in AVID enrollment, as well as a 93.7% A-G completion rate.
How the School will Evaluate the Progress of this Goal:
Comparison of A-G data, graduation rate data when available and AVID data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 A-G and graduation requirement planning and training meetings for students, staff and parents- Parent Night for incoming students-	Spring 2018	adminstration, teachers, counselors	a. materials, posters, bags	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
2.2 Software for AP readiness and review	On-going	AP teachers	a. Learnerator software	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3750
2.3 Increased educational opportunity- visits to colleges and guest speakers representing colleges and/or career fields	ongoing beginning fall 2015	administration, counselors, career center	a. transportation	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3000
			b. substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	600
			c. transportation- AVID college trips - match district contribution	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
2.4 Involve students in activities promoting college-going culture and STEAM (Science, Technology, Engineering, Arts and Math)	ongling	administration, teachers	a. fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
			b. coaches	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	600
			c.FAFSA incentives to promote FAFSA participation	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
			g. competition fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			j.Materials and supplies for STEAM activities	4000-4999: Books And Supplies	Title I Part A: Allocation	4000
2.5 Career Center-	ongoing	career center staff,	a. materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500

Planned Improvements in Student Performance

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School Goal #3

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: 3. School Environment
LEA GOAL:
1. To increase the number of students participating in afterschool clubs, sports and academic organizations on all school campuses throughout our district.   2. To reduce incidences of bullying, drug use, violence, suspensions/expulsions and truancies on all campuses throughout the district by 3% annually.
SCHOOL GOAL #3:
All departments and sites will provide a safe and positive environment for staff and students.   1 Increase the number of students participating in after school clubs, sports, activities, and academic organizations by 3%.   2 Reduce episodes of bullying, drug use, violence, and truancies by 3%.   3 Maintain and build positive and safe working environments for staff and students by 3%.   4 Reduce the total number of suspendable incidents and days of suspension for students by 3%.---
Data Used to Form this Goal:
LCAP Goal #3 Site Data which includes: Data on student referrals, suspensions, and expulsions   Attendance data including, truancies and absenteeism   Information regarding clubs, extracurricular activities, after school activities gleaned from interviews with the ASB accountant, Activities Director and the Innovative
Findings from the Analysis of this Data:
Suspension rates within the African American sub-group has significantly decreased over the past two years from 2015 to 2017. Attendance rates for the after school program exceeded the attendance goals set by the grant funds that support the program. Truancy and tardiness/truancy has decreased but continues to be an issue.
How the School will Evaluate the Progress of this Goal:
Compare data with previous years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Team-building and school climate improvement (ie,Link Crew, PLUS leadership, Interact, Key Club, Friday Night Live, ASB, PBIS, etc.)	ongoing	administration, teachers	a. teacher training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
			b. student training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6500
			c. materials and supplies,	4000-4999: Books And Supplies	Title I Part A: Allocation	300
			d. substitutes-	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	750
3.2 PBIS - peer mentoring, and motivation/incentives	on-going	Admininstration, certificated staff	a. training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
			b. materials and supplies including t-shirts for peer mentors, instructional materials, incentives, and supplies for activities.	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
3.3 Attendance, tardies and behavior expectations and monitoring			a. incentives, materials and supplies	4000-4999: Books And Supplies		1500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: 4. Parent Involvement
LEA GOAL:
1. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually. 2. Increase parent capacity and participation in their child's education by 10% annually. 3. Increase business and community participation by 10% annually.
SCHOOL GOAL #4:
Ensure that every student and educator has at least one Internet access device and appropriate software and resources for research, communication , multimedia content creation, and collaboration for use in and out of school. 4.1 Staff will use LMS offerings (ie. Haiku) to post and communicate information for all stakeholders. 4.2 Improve communication among all stakeholders in English/Spanish. 4.3 Build parent capacity and participation in their child's education. 4.4 Increase participation with business and community to support school programs. 4.5 Increase parent usage of district student information system.
Data Used to Form this Goal:
LCAP Goal #4 Site Data Report which includes: School activity sign-in sheet data, Infinite Campus user report data analysis,
Findings from the Analysis of this Data:
The number of events offered for our PELI increased thus there was an increse in the number of parents with IC logins More parents are volunteering on campus, more events are being held for parents and parents are beginning to attend. More parents are logging into Infinite Campus each year. This year there was a spike in usage after parent training was held.
How the School will Evaluate the Progress of this Goal:
Parent sign-in sheets, survey results, record of numbers of unduplicated parents involved in activities, compare technology use reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Annual Title I meeting. Parental Involvement Policy- must be written with meaningful participation of parents and students.	October	LEA, SSC, PELI (Parent Engagement Leadership Initiative) committee	materials and supplies for annual parent meeting; parent elections for SSC			800
4.2 Use technical assistance and other support to build an effective plan	on-going	Admin,. LEA, RCOE	Hold PELI training, form action team and implement action plan.			
4.3 Build the school's and parents' capacity for strong parental involvement (See 4.15-21)	on-going	Admin., PELI Team, SSC				
4.4 Analyze and address problems implementing the requirements of the plan.	PELI meetings, SSC monthly meetings, monthly coffee/dessert with the Admin., advisories	Administration, SSC, PELI committee	Analyze and address barriers to greater participation in school activities. refreshments for coffee/dessert with Admin.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1250
4.5 Involve parents in the activities of the school	on-going	administration	a. materials and supplies - parent center	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800
			b. classified extra duty, child care - parent center		Title I Part A: Parent Involvement	2000
			c. refreshments - parent center	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1500
4.6 Involve parents in decisions regarding funding for parental involvement	Monthly SSC meetings, PELI committee meetings	SSC, PELI committee				
4.7 Hold annual meetings to review categorical programs, their effectiveness and expenditures	Back-to-School Night	administration	informational materials for parents, pens, bags distribute parent volunteer form provide copies of UCP hold parent SSC election	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. 8 Flexible number of meetings	on-going	Admin., PELI committee				
4.9 Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school performance	annually, monthly SSC meetings, parent planning night, annual Title I meeting (at BTSN)	Admin.				
4.10 Provide timely information about programs provided	Back-to-School Night	Admin.				
4.11 Describe and explain curriculum, standards, evaluation and proficiency levels expected of students.	Back-to-School Night, Open House- fall and spring	Admin., teachers				
4.12 Provide regular meetings if requested for interested parents to participate in and formulate suggestions affecting the education of their children	On-going	Admin., PELI committee				
4.13 Inform parents of the right to submit comments when the school plan goes to the LEA	when site plan goes to LEA for approval	Admin., SSC				
4.14 Parent Compact	Back-to-School Night, registration, SSC meetings	Admin., SSC,	Parents sign form at registration, review form at fall SSC			
4.15 Provide guidance in understanding standards, assessments, how to monitor a students's progress, and how to work with educators to improve student achievement.	a. February and March b. By February c. Before spring testing	a. PELI Committee b. PELI Committee, admin. c. admin	a. Hold workshops on how to log-in and use SIS. b. Purchase or create informational flyer on how to talk to parents/teachers about grades c. Share information on CCCS with parents.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.16 Provide materials and training on how to improve achievement, ie. literacy training and technology training	a. on-going	a. Admin, EL coordinator b. PELI committee	a. Hisapnic literacy project- funded b. refreshments for parent training- open purchase order for refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1000
4.17 Educate Educators- instruction on how staff can work more effectively with parents	monthly staff meetings	Admin., PELI Committee	provide information and staff development on how to work effectively with parents.			
4.18 Understandable communication re: language and comprehension	on-going	Admin., PELI committee, district translator-	Home communication is in layman's terms and translated into Spanish			
4.19 Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	on-going	Admin.	Bilingual Community aide- salary and benefits	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	60200
			Childcare during trainings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2000
4.20 Train or otherwise involve parents in the development of training for teachers, parents, principals, and other staff.	on-going	LEA, RCOE	Hold PELI training PELI committee member(s) (parent) will address a staff meeting.			
4.21 May adopt and implement model approaches to improving parental involvement.	Spring 2016	Admin.				
4.22- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and reports in a format and in a language that parents understand.	on-gong	Admin.				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,350.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	56,300.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	71,680.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	7,650.00
	Title I Part A: Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	62,200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,450.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I Part A: Allocation	138,980.00
Title I Part A: Parent Involvement	69,650.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,800.00
1000-1999: Certificated Personnel Salaries	2,350.00
2000-2999: Classified Personnel Salaries	63,200.00
4000-4999: Books And Supplies	61,750.00
5000-5999: Services And Other Operating Expenditures	71,680.00
5800: Professional/Consulting Services And Operating	7,650.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,980.00
Goal 2	19,450.00
Goal 3	11,550.00
Goal 4	70,450.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Miriam Porras				X	
Levina Wilson				X	
Marilee Menez				X	
Lizet Rosales					X
Aira Tapia					X
Angel Galvan					X
Heather Avila		X			
Julia Peacock		X			
Jacqueline Cooper		X			
Janis Taylor		X			
Gabriela Lopez			X		
Nicholas Hilton	X				
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	
		Signature
X	English Learner Advisory Committee	
		Signature
	Special Education Advisory Committee	
		Signature
	Gifted and Talented Education Program Advisory Committee	
		Signature
	District/School Liaison Team for schools in Program Improvement	
		Signature
	Compensatory Education Advisory Committee	
		Signature
	Departmental Advisory Committee (secondary)	
		Signature
X	Other committees established by the school or district (list):	
	African American Parent Advisory Council - (AAPAC)	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

6. This SPSA was adopted by the SSC at a public meeting on May 31, 2017.

Attested:

Steve Spraker-Interim
| Typed Name of School Principal | Signature of School Principal | Date |

Heather Avila
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

Title I Program Improvement
School Plan for Student Achievement Requirements Reference Guide

Elements required in ESEA Title I, Part A, Section 1116 for PI

Required PI Plan Elements	Page(s) Addressed in SPSA
☐ **Scientifically-based research**—Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	8, 11, 21 (1.2,1.3), 32 (4.6,4.7)
☐ **Successful Policies and Practices**—Adoption of policies and practices concerning a school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	6-13, 21 (1.2,1.3), 25 (2.4), 29 (3.1-3)
☐ **Professional Development (PD)**	
☐ A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal	31-32 (4.1-9)
☐ PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	6,8,21 (1.3)
☐ PD affords increased opportunity for participation	6,8,21 (1.3)
☐ PD directly addresses the academic achievement problem that caused a school to be identified for PI	6,8,21 (1.3)
☐ How funds (ten percent) reserved for PD will be used to remove the school from PI status	6,8,21 (1.3)
☐ Description of **Specific Annual Measurable Objectives**—Developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	19,23
☐ **Parent Notification**—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	11
☐ **Shared Responsibility for Improvement**—Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	LEA, See Centralized Services pages
☐ **Parent Involvement**—Strategies to promote effective parental involvement	30-32 (Goal 4)
☐ **Extended Learning**—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	10,11,21 (1.4, 1.7), 25 (2.4, 2.5)
☐ **Incorporation of a Teacher Mentoring Program**—See ESEA Title IX, Part A, §9101(42) for definition of "Teacher Mentoring Program"	LEA, 6,7

SPSA Title I Schoolwide Requirements Elements required in ESEA Title I, Part A, Section 1114 for PI

Required Elements of the ESEA	Location (by Page) in SPSA
☐ **Comprehensive needs assessment** of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	
☐ **Schoolwide reform strategies that:**	8-11, 21, 22,
☐ Provide opportunities for all students to meet the academic standards at the proficient and advanced levels ☐ Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: ☐ Increase the amount and quality of learning time such as through an extended school year, before- and- after school, and summer school programs and help provide an enriched and	

accelerated curriculum
    □   Include strategies for meeting the educational needs of historically underserved populations
 	
□   Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards
    □   Description of a process for evaluating whether the needs of students have been met
    □ Are consistent with the LEA Plan	

□ Instruction by **highly-qualified teachers**	LEA
□ Provisions for high quality and **ongoing professional development** for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state's academic achievement standards	6,8,21
□ **Strategies to attract high quality highly-qualified teachers** to high-need schools	LEA
□ Strategies to **increase parental involvement** in accordance with Section 1118, such as family literacy services	30-32 (Goal 4)
□ Plans for **assisting preschool children in the transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	NA
□ Measures to **include teachers in the decisions** regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	3, 5-7, 20, 31
□ Strategies for **timely and effective assistance** to students that need additional help	5-8, 11, 20-22, 24
□ **Coordination and integration of federal, state,** and local services and programs	See Centralized Services pages

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

[ ]	State Compensatory Education Advisory Committee	_____ Signature
[X]	English Learner Advisory Committee	_____ Signature
[ ]	Special Education Advisory Committee	_____ Signature
[ ]	Gifted and Talented Education Program Advisory Committee	_____ Signature
[ ]	District/School Liaison Team for schools in Program Improvement	_____ Signature
[ ]	Compensatory Education Advisory Committee	_____ Signature
[ ]	Departmental Advisory Committee (secondary)	
[X]	Other committees established by the school or district (list): African American Parent Advisory Council - (AAPAC)	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

6. This SPSA was adopted by the SSC at a public meeting on May 31, 2017.

Attested:

Steve Spraker		5/23/17
Typed Name of School Principal	Signature of School Principal	Date
Heather Avila		5/23/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date