

The Single Plan for Student Achievement

School: Pinacate Middle School
CDS Code: 33-67207-6106223
District: Perris Union High School District
Principal: Dru Morgan
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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.

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School Vision and Mission

Pinacate Middle School's Vision and Mission Statements

Vision:

The vision of Pinacate Middle School is to prepare and support all students to be their BEST to become productive and contributing members in a competitive, global society.

Mission:

Pinacate Middle School will inspire and support the academic and personal success of every student every day by providing a safe, positive learning environment, effective instruction, targeted intervention and active parental involvement.

Core Values

Expectations: Strive to be your BEST

B= Be respectful: We believe that all should experience dignity and respect.

E= Expect excellence: We believe in high achievement; We welcome our community's diversity and are committed to providing an excellent education for all.

S= Stay connected and involved: We will respond to the changing needs of our students.

T= Take care of business: We will provide an environment that is physically, intellectually, and emotionally safe.

Student Outcomes

All students will achieve or exceed grade level standards.

Priorities

We will...

- Celebrate student achievement
- Provide support and early intervention to meet students' academic needs.
- Promote the effective use of technology to increase student learning and productivity.
- Align and prioritize student outcome standards, instructional materials, and assessment with Common Core and CA English Learner

State Standards.

- Assess student progress in mastering standards with ongoing, multiple measures.
- Provide quality instruction using multiple strategies through ongoing support and staff development.
- Create a climate in which risk-taking and innovation are valued and encouraged.
- Involve parents in their children's education.
- Evaluate programs and select budget expenditures on the basis of desired student outcomes.
- Involve business people and community members in making curriculum relevant.

School Profile

Pinacate Middle School is located in Perris and was originally constructed in 1986 serving grades 7-8 on a traditional school calendar. Sixth grade students from Perris Elementary School District make up the majority of the incoming seventh grade students at Pinacate. As a result of an increase in student population, Pinacate Middle School has been undergoing several major renovation and construction projects. At the beginning of the 2013-2014 school year, Phase 2 of a major construction project was completed. Phase 2 modernized the former main building. The modernization included the addition of 5 additional new classrooms and a new resource area. The existing multipurpose room, kitchen, and restrooms were upgraded and expanded. It also included a new outdoor lunch shelter.

Currently under construction is Phase 3. Phase three includes the construction of a two-story building which will include two Special

Education classrooms and two science laboratories which will replace existing portables classrooms. Also during Phase 3, the lunch area will be expanded and large grass fields will be reestablished for physical education and other activities. The estimated completion date of Phase 3 is the summer of 2015.

October 2013 CBEDS information is available in the appendix.

Based on the October 2013 CBEDS report, the racial/ethnic designation for the current enrollment at Pinacate Middle School is as follows: Hispanic 86.61%; American Indian 0.17%; Asian 0.85%; Black/African American 8.88%; Native Hawaiian/Other Pacific Islander 0.08%; White 2.20%; Multiple 0.68%, and Missing 0.34%. Total enrollment during October CBEDS 2013 = 1185 7th grade = 583 8th grade = 602 Teacher Credential Status, October CBEDS shows that there are currently 46 fully credentialed teachers and no University Interns.

Other school facts: *The average core class size is 36:1 (student/teacher ratio).

- * 7th grade = 567
- * 8th grade = 571
- * Number of ELL students = 455
- * Number of low-income students = 910
- * Percent of low-income = 80%
- * Student computer labs = 2
- * Student computer = 76 (two computer labs with 38 computers each)
- * Instructional minutes exceed the state requirements: Yes
- * Modified Instructional Days= 61 (indicated in red on school calendar)
- * Minimum Days= 17 on district calendar indicated as minimum days
- * Program Improvement Year 5
- * Number of students participating in Supplemental Educational Services = 150 (13.1% of total enrollment)

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 majority of students feel as if Pinacate is a safe place to attend school and that they have close relationships with people on our campus. There is also a general sense from most students who answered our survey that they have a positive relationship with at least one adult on campus. However, many students, although they believe they engaged in interesting activities on campus, did not feel as if they had any say in what extracurricular activities were offered on campus. Of special note, over 70% of our students responded that they had an adult that cared for them and encouraged their success outside of school and home.

Additionally, data from the 2013-2014 Healthy Kids Survey (HKS) will be utilized to plan student activities, assemblies, counseling related student intervention activities, guest speakers, staff development and Parent Institute trainings. The site Positive Behavior Intervention Committee and School Site Council will also take the HKS findings into consideration as well in planning for student support activities and events.

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 has made regular 'walk-throughs' of the class rooms throughout the year. The administrator generally provides a brief note or email to the staff member that had a visitation. In addition, administration makes formal observations at least twice a year for non-tenured teachers, and once every two years for tenured staff members. The site principal completed "AVID" 'walk-

throughs' at the beginning of second semester to observe the degree of AVID strategies being implemented by the entire teaching staff. He reported that the majority of the classrooms had the content standards posted, with accompanying essential questions, and that many classes are using Cornell notes and Inter-Active Notebooks. Then in May, the site principal, the Assistant Superintendent of Educational Services, the district T.O.S.A., an Acting Asst. Principal, and a representative from the RIMS-AVID Center accompanied him on a 'walk-through' of the classrooms looking for signs of AVID strategies and practices. Feedback from this 'walk-through' indicated that AVID methodologies (i.e. Cornell notes, Interactive Student Notebooks; students' working collaboratively, etc) were clearly evident, implemented and observed in many classrooms.

Analysis of Current Instructional Program

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 test scores, state achievement testing scores, benchmark tests in the core content areas, teacher designed projects and student product outcomes are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents' with information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development Program (ELD) classifies students by level of proficiency. There are five levels of CELDT and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to another.

Pinacate uses the following standardized assessments:

CELDT: (California English Language Development Test)

EADMS: EADMS is our data management system that allows teachers to create standards-based tests using custom test questions, or choose from thousands of standard-aligned questions. EADMS also allows access to up-to-date academic and demographic student data in one convenient place. This feature allows teachers to build custom reports that make your data manageable, including their own student data and state-provided data.

Ed Performance Series: The 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.

WHAT and Inspect: The INSPECT assessments, and their corresponding reports called WHAT, enable teachers to develop common assessments drawing on a bank of test questions written to emulate the California Standards Test, both in rigor and content. All core teachers are expected to use the INSPECT assessments and the WHAT reports in their assessment plan.

SBE curriculum embedded assessment: These assessments are embedded in the adopted curriculum and are used as benchmark assessment for ELA and math to support progress monitoring of student achievement.

SBAC: The practice run/piloting of the SBAC online assessment process was held this Spring.

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

Teachers use data to analyze current level of student mastery and focus on implementing the new Common Core Standards and an 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 in a timely fashion whether or not their students are mastering the standards, which standards need to be addressed and the specific modifications they need to make in their classroom instruction so they may better guide students toward improved academic achievement. The use of immediately available data allows teachers to improve their instructional intervention planning in response to areas of student need. This data, both summative and formative, is also a valuable tool used in the departmental planning process that takes place during weekly PLC time.

The school uses an ongoing assessment and monitoring system (EADMS) 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 that includes frequent formative and curriculum-embedded assessments, and summative assessments) are used to inform teachers and the site administration 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)

Staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of the staff. Assessment data is utilized in the annual updating of the school plan. The Principal and Leadership Team Members review and evaluate assessment results to make recommendations that will focus on the instructional practices. 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. Teachers from Pinacate serve on district Subject Area Committees (SAC) that meet to develop how the standards are being met through the curriculum. They have developed rubrics for key assignments, revised end-of-level tests, aligned lessons to Common Core Standards, developed new lessons, selected appropriate instructional materials, and mentored staff in any areas where departments may have not fully integrated the new Common Core Standards. SACS will continue the discussion of the Common Core Standards where curriculum alignment will include standards that prepare students for college and career and other post-secondary opportunities.

The Leadership Team has been instrumental in conducting the Academic Program Survey, in developing a comprehensive needs assessment of the overall instructional program and assisting teachers in teaching the standards based program in English and math.

Pinacate Middle School is in Year 5 + of Program Improvement

In order to exit Program Improvement, Pinacate Middle School will continue to focus categorical resources on the following areas: Literacy, writing, effective lesson planning which will include in-class co-plan and co-teach sessions focused on student engagement; in-class observations and feedback focused on student engagement; standards-based education, and Professional Learning Communities (PLCs).

The school provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Support includes trained content experts and specialists who are knowledgeable about the newly adopted Common Core Standards, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

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

The school provides ELA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, specialists, or other teacher support personnel with subject-matter expertise. The content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELA/ELD and intensive intervention instructional programs to improve student achievement.

Pinacate staff have the opportunity to attend monthly Best Practices workshops. In addition, Pinacate has shortened days scheduled on Thursdays and Fridays throughout the school year for continuing professional development in the key focus areas of lesson planning, student engagement strategies, AVID methodologies, and data analysis.

Teaching and Learning

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

Pinacate has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, and Science. The standards serve as the framework for directing district goals objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The new Common Core 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 Common Core Standards along with reporting student progress in relation to the Common Core Standards.

Several staff members are involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with Common Core 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.

Students' success in school depends on effective partnerships among school staff, parents and members of the community. Although, there are many programs in place to ensure the elimination of academic barriers, there are still areas to improve in order to increase student performance on the new Common Core Assessment.

The following are areas to consider for improvement:

- * Assessments tend to be low-level Blooms taxonomy.
- * Reading strategies are not being used across the curriculum.
- * Little evidence of writing was found in many classrooms.
- * Establishment of school-wide guidelines and expectations for all students regarding Chrome Book use and accountability.
- * There is a concern about safety to and from school.
- * Lack of community resources available in the City of Perris.

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

Pinacate's mission is to ensure that all students achieve proficiency in California State Standards by providing 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, and LEP which are used to support the instructional program.

Staff is continuously working on aligning text, benchmark tests, and major assignments to the new Common Core Standards. Students identified as English Language Learners (ELL) and GATE receive additional services. These programs and the instructional program are aligned with the Common Core Standards.

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)

Teachers will use AVID strategies and project-based learning to support the existing adopted texts, visual media and pacing guides. These, along with other best practices, will improve the delivery of the CCSS in content specific through cross-curricular planning and teaching.

All students, including English Learners (EL's), Students with Disabilities (SWD's), and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA/ELD. These materials are implemented daily and designed to support the needs of all students.

At all grade levels, teachers use the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

Opportunity and Equal Educational Access

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

The Perris Union High School District went through the ELA adoption process several years ago for both Intensive Intervention and EL Intervention Programs. Subsequently, a committee was formed made up of Special Education, EL, General Education teachers in addition to site and district administration to evaluate the curriculum of different textbooks available. Publishers came and presented their curriculum to the committee. The committee identified the 4th edition of Language! and Pearson Longman as programs that stood above the rest. Considering that the district has been using Language! for over ten years, this committee made the decision to adopt Pearson Longman Keystone as the intervention program to be implemented at all of the schools in the district. Some key components of Keystone include targeted, hands-on and highly visual instruction with a focus on academic vocabulary and writing skills.

Students will be placed in intervention classes using benchmark scores, end of level testing, final grades and teacher recommendation, placement data from the curriculum embedded testing and CST outcomes as available and applicable.

ELL students who have been in the United States for less than 12 months and have been identified on the CELDT as level 1 and 2, will be blocked in a three period setting. ELL 1 and 2 students will be taught using the Pearson Longman Keystone intervention program. ELL level 3 students, who are Below Basic or Far Below Basic will be instructed using a two-period block approach.

Other interventions will continue to include after school tutoring (called TASC) for students most at risk of not meeting district benchmarks, and subject mastery of state standards content.

More students are entering Pinacate having had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, reading and other Language Arts areas. The community does not see themselves as an important part of school decisions. While ELA performance has improved, the growth has not been sufficient to meet the Annual Measurable Objectives (AMAO's).

9. Research-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses AVID strategies and methodologies. With the continued focus on the implementation of AVID strategies on a district-wide basis, it will be the expectation for teachers to actively incorporate AVID strategies into their daily instruction during the 2014-15 school year.

Direct classroom instruction will be enhanced by the use of Cornell notes and other content appropriate AVID strategies. Students will be expected to use a three-ring binder as an organizational tool for academic success. Classroom teachers will infuse WICOR strategies in their lesson planning with the specific intention of increasing rigor.

Parental Involvement

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

Student and parent commitment is highly evident in the cooperative leadership activities of the School Site Council (SSC), ELAC, and the PTSA. There has also been a large percentage of parent participation in school functions and in a variety of parent workshops that have been offered throughout the school year.

Student leadership is also encouraged by having a student representation at the district school board meetings, the Associated Student Body (ASB), and the School Site Council.

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 Assistance Review Board (SARB) convenes when students exhibits excessive tardies or absence behavior.
- * Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the Student Study Team. The SST consists of a representative from special education, Title I, ELL, regular education teacher, counselor, and any other personnel may attend if needed.
- * At-risk counseling services
- * An on-site Community Liaison and translator to work with staff, students and parents.
- * Parenting workshops
- * Family Literacy and Parent Nights.
- * Student "fairs" to display projects (i.e. Math Night, Science Night, and Winter and Spring Fine Arts Nights)
- * Pyramid of Intervention Committee
- * Positive School Climate Committee
- * Safety committee
- * Renaissance Activity Committee
- * TASC
- * Think-Together
- * Club Live
- * Adult ESL classes (Beginning & Intermediate level classes)
- * Parent "Health & Nutrition" workshops
- * Adult Computer Literacy class
- * Parent Early Morning Zumba class
- * Parent Mental Health workshops
- * Youth Accountability Team (YAT) is used to address serious problems displayed by youth.

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.

Title II: The purpose of Title II is to increase the academic achievement of all students by helping schools and district improve teacher and principal quality through professional development and other activities and ensure all teachers are highly qualified. These funds are made available through the district to support staff development for teachers, para-educators and administrators.

Title III: The purpose of these funds is to assist EL students to acquire English and achieve grade-level and graduation standards

Title IV: The purpose of these funds is to help promote better health among our youth, improve the school learning environment and combat problems such as drug abuse, violence and suicide.

Key stakeholders participate in these committees:

The District Advisory Committee (that meets three times a year to discuss and review the Consolidated Application Programs, Local Education Agency Plan (LEAP), and Gifted & Talented Education (GATE) program

The District English Language Acquisition Committee (DELAC) meets several times throughout the school year to review progress of our English Learners through the Title III EL Master Plan. Representatives from Pinacate Middle School serve on each of these committees.

The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district Title I board policies on Parental Involvement. In addition, each site then will notify the parents by mail of the Program Improvement status prior to the beginning of the 2014-2015 academic year.

Funding

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

The following is a list of activities and programs that have been identified through our needs assessment that will provide added support for students at-risk of failing. These programs range from academic support to content enrichment allowing for the social and emotional of our students.

- A. Parent outreach and education
- B. After School Tutoring (TASC)
- C. Instructional Coaching for Teachers
- D. Awards Assemblies for Student Achievement (e.g. Renaissance, etc.)
- E. Plus Program (Peer intervention program)
- F. Technology Equipment
- G. After School Transportation
- H. Gifted & Talented Education (GATE)
- I. Advancement via Individual Determination (AVID)
- J. Career Awareness and Development
- K. Support materials and supplies for the library
- L. Support, supplies and resources for the Visual & Performing Arts Program
- M. Benchmark students will be pulled out for additional targeted instruction involve tutors and/other certificated personnel
- N. After School Education and Support (ASES)
- O. STEM: Gears to Robots (after school enrichment)
- P. Think -Together
- Q. I-Ready: Computer based program that offers individualized on-line instruction in both ELA and Math

13. Fiscal support (EPC)

Pinacate Middle 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).

Description of Barriers and Related School Goals

There has been a noticeable improvement in the level of academic achievement of the incoming seventh graders based on their CST scores. However, there is still a significant number of students who are entering Pinacate that have had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, reading and other Language Arts areas. There is observable evidence that the parents of Pinacate Middle School students are beginning to recognize the importance of their role in the education of their child. While ELA and Math performance have improved over the years, the growth has not been sufficient to meet the Annual Measurable Objectives (AMAO's).

Another significant barrier has been the lack of student involvement and participation in co-curricular and extra curricular activities, activities that encourage student interaction in a non-academic setting and that provide them with opportunities to develop their social and problem solving skills in a cooperative, non-graded activity. Increased participation will help to improve the overall climate of the school by helping students to accept individual differences and overcome biases leading to a calmer, more stable, learning environment. And, by encouraging students to become "connected and involved" students come to feel "included". This is the second year Pinacate has hosted a Spring Orientation Night for in-coming 7th grade students. The event included a tour of the campus by ASB students, a general parent meeting, a brief presentation to both incoming students and their parents on the mission of Pinacate, and some highlights from the 2013-2014 school year and what they should look forward to in 2014-2015 as students at

Pinacate. Students and parents were then able to visit booths representing the many clubs and activities available. The Spring 2014 orientation hosted approximately 350 parents and students, twice the number of attendees over last year. There were nearly 40 parents who picked up AVID applications and about 30 who wanted information on the AVID EXcel program. Many students signed up for one or more of the clubs and activities available to them.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,126	1,079	1,078	44	40	22	102	100	93	12	7	4
Growth API	665	669	695	739	666	749	624	631	690	793		
Base API	674	664	689	723	739	692	637	624	650	797	793	
Target	6	7	6				8	9				
Growth	-9	5	6				-13	7				
Met Target	No	No	Yes				No	No				

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	946	920	946	689	570	580	1,059	1,025	1,030	99	97	102
Growth API	662	670	693	650	619	644	662	664	690	508	504	531
Base API	673	661	690	663	649	643	675	661	685	482	508	531
Target	6	7	6	7	8	8	6	7	6			
Growth	-11	9	3	-13	-30	1	-13	3	5			
Met Target	No	Yes	No	No	No	No	No	No	No			

Conclusions based on this data:

1. Comparing the 2012 and 2013 API data, there was a minimal growth on the API but not substantial enough to reach the targeted score in any sub-group.
2. African American student sub-group had the most favorable increase over their target of 650 to a growth of 690. The growth of the other sub groups: S.E.D. (5 points); Hispanic (3 points); ELL (1 point)
3. Three sub-groups do not qualify to have their scores measured because the sub-groups don't meet the significant number criteria in their specific sub-group: white, African American and Asian

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	97	100	100	100	100	100	100
Number At or Above Proficient	376	402	383	21	16	10	29	31	33	8	--	
Percent At or Above Proficient	33.5	37.3	35.5	47.7	40.0	45.5	28.4	31.0	35.5	66.7	--	--
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	--	--	--	No	No	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	306	344	333	198	151	130	345	370	354	21	19	26
Percent At or Above Proficient	32.4	37.4	35.2	28.8	26.5	22.4	32.6	36.1	34.4	21.2	19.6	25.5
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

Conclusions based on this data:

1. None of the major significant sub-groups met the AYP Criteria for proficiency level which includes: Hispanic, ELLs, and S.E.D.
2. The number of students At or Above Proficiency level in ELA decreased in these sub-groups from 2012 to 2013: Hispanic(11 point decrease), EL(21 point decrease) and Socioeconomically Disadvantaged (15 point decrease) .
3. Looking at the sub-group data, the ELL's sub-group had the highest decrease of proficient students in ELA.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	97	98	97	99	99	100	100	100	100
Number At or Above Proficient	216	307	326	12	12	9	7	22	28	8	--	
Percent At or Above Proficient	19.3	28.5	30.3	27.9	30.8	40.9	7.0	22.2	30.1	66.7	--	--
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	--	--	--	No	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	98	99	99
Number At or Above Proficient	182	262	282	129	131	135	203	282	304	22	24	28
Percent At or Above Proficient	19.4	28.5	29.8	18.9	23.0	23.3	19.3	27.6	29.5	22.4	24.7	27.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	No	No	No	No	Yes	No	--	--	--

Conclusions based on this data:

1. AYP data indicated that all significant sub-groups(Hispanic, EL, and SED) decreased in the percentage of students that were proficient in math during 2013.
2. Two sub-groups(Hispanic and S.E.D.) both had an increase of 20+ in the number of students attaining proficient or above but this was not sufficient to meet the AYP criteria.
3. There is no data available for Insignificant sub-groups which includes White, African American, Asian, and Students with Disabilities.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
Total	76	18	182	44	97	23	48	12	12	3	415

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
Total	76	18	182	43	98	23	48	11	16	4	420

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	343	347	415
Percent with Prior Year Data	100.0%	94.5%	92.8%
Number in Cohort	343	328	385
Number Met	238	230	255
Percent Met	69.4%	70.1%	66.2%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	31	326	27	331	22	397
Number Met	9	171	--	196	--	229
Percent Met	29.0%	52.5%	--	59.2%	--	57.7%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	*	Yes	*	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Conclusions based on this data:

1. Looking at the Title III Accountability school data report for 2012 and 2013, AMAO 1 was met with a moderate increase for both years with actual scores in double digits above the NCLB target.
2. Positive growth for AMAO 2 is evident from the data.
3. AMAO 3 participation rate has been met both year, but the percentage of students reaching proficient or above in ELA and mathematics has not been achieved.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,292	1,424	1,650
Percent with Prior Year Data	100	91.1	88.2
Number in Cohort	1,292	1,297	1,456
Number Met	753	860	913
Percent Met	58.3	66.3	62.7
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	168	1,183	171	1,295	158	1,516
Number Met	29	509	35	748	39	856
Percent Met	17.3	43	20.5	57.8	24.7	56.5
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	No	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The Title 3 District Accountability Data shows the that the target was met in 2013 for AMAO 1.
2. For AMAO 2 (EL's attaining proficiency) the target was met for both sub-groups = years of EL instruction less than 5 years and also for those EL's with more than 5 years on the 2013 data.
3. AMAO 3 (Adequate Yearly Progress for English Learner Subgroup at the LEA Level) data for the year 2013 shows that the Target was not met during the past three years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
All students will attain proficiency in all academic content areas.

SCHOOL GOAL #1:

All students will attain proficiency in all academic content areas.

Objective 1.1

To increase the percentage of all students who are proficient/advanced in English Language Arts by 3% and in Math by 3% annually.

Objective 1.2

To close the achievement gap (in the district's lowest performing groups) by increasing the percentage of Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in English Language Arts by 3% and in Math by 3% annually.

Objective 1.3

To prepare students for college and career by increasing the percentage of students enrolled in AVID by 4% annually and to increase the implementation of AVID strategies throughout all content areas.

Objective 1.4

All students will have access to College and Career Readiness Standards (CCRS).

Data to measure progress toward goal and objective achievement:

- Increase the upward movement of English Learners by 3% annually as measured by the CELDT.
- Increase the percentage of students who meet the requirements to participate in promotion activities by 5%
- Increase by 5 percent the number of students who successfully complete with a grade of C or better in all core content classes:
Math 7, Math 8 or Integrated Math
ELA 7 and ELA 8 or Reading Intervention
Science 7 and Science 8
World History 7 and US History 8

Data Used to Form this Goal:

Academic Performance Index by Student Group for years 2011, 2012, 2013

Findings from the Analysis of this Data:

- * API data reveals a minimal increase in all sub-groups with the exception of the English Learners.
- * Additionally, the number of students scoring proficient in mathematics and ELA increased from previous years.
- * English Learners experienced a significant decline in ELA proficiency.

AYP Data for school year 2012-2013:

School Wide

ELA: 35.6% proficient or above Math: 30.3% proficient or above

Hispanic students:

ELA: 35.2% proficient or above Math: 29.9% proficient or above

African-American

ELA: 35.5% proficient or above Math: 30.1% proficient or above

White

ELA: 45.5% proficient Math: 40.9% proficient or above

English Learners:

ELA: 32.8% proficient or above Math: 29.3 % proficient or above

Students with Disabilities students:

ELA: 27.5% proficient or above Math: 29.7% proficient or above

Socio-Economically Disadvantaged students:

ELA: 34% proficient or above Math: 29.6% proficient or above

AMAO 1 = 33.8%(Students are not moving from one CELDT level to the next.)

AMAO 2 (<5 years) = 0 students reported in cohort (ELs not attaining proficiency in English according to schedule.)

AMAO 2 (5 years) = 42.3% (ELs are not attaining proficiency in English according to schedule.)

AMAO 3 ELA (ELs are not meeting ELA proficiency targets.)

AMAO 3 Math (ELs are not meeting math proficiency targets.)

How the School will Evaluate the Progress of this Goal:

Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts, math, science and social studies.

Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts and mathematics. Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts. Additionally, the following performance indicators will be utilized:

- * I-Ready (Diagnostic tool)
- * Benchmarks
- * Ed. Performance Data
- * Performance Tasks
- * Writing Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1.a Develop content specific formative and summative SBAC style assessments based on data analysis that reflect an alignment of CCSS. (EPC 5) (ES/MS)	Aug. 2014- June 2015	Dept. Chairs, PLCs, Site Administration	PLC time for certificated staff for data analysis, and assessment planning			
1.1.b Identify appropriate assessments, and academic interventions to measure and support student academic progress, including tests, essays, portfolios, projects, unit performance tasks, etc	Aug. 2014 - June 2015	Dept. Chairs, PCs, Site Administration	Student supplies & materials: i.e. After School Programs e.g. TASC, for additional academic support and assessment.	4000-4999: Books And Supplies	Title I	8,700.00
		Site Administration	Student science supplies, (i.e. Student Planners, science kits, Boreal Laboratories and materials for class demonstrations and student lab work; materials and supplies for elective classes: band, art, drama, journalism/yearbook and technology and Renaissance classes, school-wide field trips for academic achievement 4 times a year.) Provide motivational speakers who promote college and career readiness preparation.	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	10,000.00
1.1.c Ensure services and materials provided by categorical funds enable under-performing students to meet standards.	Aug. 2014 - June 2015					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1.d Provide Professional Development and Support for effective Professional Learning Communities (PLCs)	Aug. 2014-June 2015	Dept. Chairs, Site Administration/ District administration	PLC /cross discipline/vertical planning professional development; District/County provided trainings/in-services/workshops, etc.; Content area data assessment standards, strategies training;	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	5,000.00
			Data Analysis Forms and Math PLC Data Protocol Forms, PLC agendas, Professional Development Agendas Action Walks, Action Walk calendar, Written Summary of Observation Tool Staff meetings and Professional Development agendas/minutes	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	900.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1.e Career assessment & interest inventory for students (e.g. EXPLORE); college and career resource materials for the library/media center, and classrooms	Aug. 2014 - June 2015	Site Administration/ counseling/ elective teachers	Purchase of EXPLORE materials; and other related books, materials and related supplies to assist students to college and career standards meet standards. From AVID Centralized funds.		Other	
1.2.a Use student achievement data and expected learning results to monitor action plan.	August 2014- May 2015	Site Administration, Leadership Team and PLC's	PLC Benchmark Analysis Forms, (Ed Performance Data, I Ready Data, Leadership Team Agendas, PLC Action Plans, Teacher Lesson Plans)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2.b Students will have access to targeted academic support after school to provide additional opportunities for mastery for all content areas.	September 2014- May 2015	Site Administration, Leadership Team, PLC's LEA Categorical Funding Administrator	Students will receive targeted academic support (TASC) in identified areas of weakness as indicated by individual student data (i.e. Benchmark tests, formative assessments, and performance tasks.)	1000-1999: Certificated Personnel Salaries	Title I	17,000.00
				3000-3999: Employee Benefits		Title I
1.2.c I-ready students will have access to computerized and individualized math and ELA standards based curriculum through the use of the Google Chromebook.	August 2014- May 2015	Site Administration, Leadership Team, PLCs	Special Ed., ELA, and Math Support classes will have access to this program	5000-5999: Services And Other Operating Expenditures	Title I	12,027
1.2.d Identify areas of concern by claims, standards and objectives in all content areas and look for gaps in student understanding based in context or level of cognition in standards. (EPC 5.2)	August 2014 to May 2015	Site Administration, Content Area PLC's	Data Analysis Forms, Math PLC Data Protocol Forms			
1.2.e Provide teacher collaboration by grade level and department to discuss student achievement needs (EPC 7)	August 2014- May 2015	Site Administration, Content Area PLC's	PLC Agendas and meeting minutes			
1.2.f Implement monitoring system to ensure effective utilization of skills developed during professional development activities	August 2014- May 2015	Site Administration, PLC's	Professional Development Agendas, Action Walks, Action Walks Summary			
1.2.g Identify pacing with the must-do and the may-do with the instructional components for all content classes. (EPC 2.3, 2.4, 8.2)	August 2014- May 2015	Site Administration, Content Area PLC's	PLC Agendas/minutes, Cross Curricular Collaboration			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2.h Analyze Common Core Standards in math and ELA for high frequency standards.	August 2014-May 2015	Site Administration, Math/ELA PLC's	Math/ELA Department PLC Agendas and Minutes			
1.2. i Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in core ELA and Math classrooms.	August 2014-May 2015	Site Administration, Math/ELA PLC's	Math/ELA Department PLC Agendas and Minutes			
1.2. j Implement Action Walks to monitor the implementation of WICOR strategies.	August 2014-May 2015	Site Administration, PLC Representative from Core Content Areas	Action Walk Calendar Written "Summary of Observation" Tool			
1.2.k Identify and implement school-wide research based strategies to increase student engagement and raise student achievement.	August 2014-May 2015	District and Site Administration and Leadership Team	Staff Meeting and Professional Development Agendas/Minutes			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2. l Disaggregate student academic achievement data in Math/ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.</p> <p>1.2. m Provide effective professional development that includes expert training in standards-based instruction, assessed student performance, professional needs and research-based strategy instruction that actively engages students.</p>	<p>August 2014- May 2015</p> <p>August 2014 to May 2015</p>	<p>Site Administration, Math/ELA PLC's, District Student Data Analyst/TOSA</p> <p>Site and District Administration; PLC's and Leadership Team</p>	<p>Data Analysis by Math/ELA PLC's</p> <p>In-House Professional Development for all staff on effective research- based instructional strategies. ELA PLC agendas; cross- curricular meeting agendas</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3.a Create a master schedule that provides access for AVID EXCEL classes for English Learners. (EPC 1.2, EPC 1.3)	August 2014-May 2015	Site Administration and Counseling	Evaluate student data, to include CELDT for appropriate placement			
1.3.b Place intensive students in appropriate classes to support standards mastery. (EPC 1.2, EPC 1.3)	August 2014 to May 2015	Site Administration and Counseling	Create Master Schedule based on analysis of student achievement data and Student schedules based on individual student academic needs			
1.3.c Provide specific training related to standards-based instruction and data analysis to parents of AVID Excel English Learners, Special Education, GATE, low performing students and others.	August 2014 to May 2015	Site Administration EL Lead; Spec. Ed dept. Head	In House Professional Development time to prepare presentations for parents of the the ELL; Special Education; Gifted; Low Performing and At-Risk student			
1.3.d Identify and implement school wide research-based strategies to increase student engagement and raise student achievement.	August 2014-May 2015	Site Administration/Leadership Team/Counseling/PLC's	Discussion during PLC/Leadership meetings/Professional Development			
1.3.e Provide an adequate selection of individual and class sets of high-interest and rigorous library books that will challenge and engage the students' reading.	August 2014 to May 2015	Site Administration counseling; Librarian; elective teachers	PLC 's make recommendations of high-interest reading materials to be purchased			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3.f Infuse the new EL standards with the Core Curriculum when the standards become available	August 2014 to May 2015	Site Admin.; EL Lead/ Special Ed. Dept. Head, and GATE Lead	Discussion during PLC's to determine infusion of new EL standards			
1.4.a Provide site staff with professional development throughout the year that is planned in response to data analysis and assessed needs of our students and based on the professional needs of the staff. (e.g. AVID strategies, PBIS classroom management technique/strategies; project-based planning and assessments, CCSS and SBAC training, technology support and strategies training)	August 2014 to May 2015	Site Admin Dist.Title T.O.S.A; School Site Council/ Site Title 1 Lead/ Leadership Team	Professional Development for all staff on their targeted needs i.e. classroom mangagement techniques/ instructional strategies AVID/PBIS/CCSS/ technology' etc			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe and Positive Climate
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students.
SCHOOL GOAL #2:
Pinacate will establish a safe and positive school environment. Pinacate staff will all have the opportunity to participate in a variety of staff development training or workshops throughout the school year that will help them learn effective strategies to implement Positive Behavior Intervention Support (PBIS). To increase the number of students participating in after school clubs, sports and academic organizations and support opportunities. To reduce episodes of bullying, drug use, violence and truancy. To maintain and build positive and safe working environment for staff and students. To reduce the total number of suspendable incidents and days of suspension for all sub-groups by 5% annually. To reduce the number of referrals for inappropriate behavior by 5% for all groups of students

Data Used to Form this Goal:

Agendas from PBIS trainings
 Club/Sports/After school activities rosters and sign-in sheets
 Referral reports
 Suspension Reports
 Attendance Reports
 Assistant Principal student sign-ins
 Accident Reports
 Williams Facility Check Report
 Site Safety Drill Logs

Findings from the Analysis of this Data:

The referral and suspension rates have decreased. Attendance has made an improvement. During the 2012-13 school year, the Average Attendance Rate was 93.49% for all students.

How the School will Evaluate the Progress of this Goal:

Evaluation of the data identified above by all the key stake-holders at Pinacate will provide an indication of progress toward providing a safe and positive environment for staff and students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide special day-long events at the beginning and during the school year to improve school environment by promoting positive student behavior, and to increase student involvement and connectedness.	August 2014 - May 2015	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB director and club advisors	Spirit Days to welcome students back to school, Puma Days, College & Career Day Bring your parent to school day, Teacher and student dress for success days, College and Career			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide special after school and evening events to improve school environment, student achievement and parental involvement	August 2014-2015	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors	Back to School Night, Winter & Spring Arts Festival, Science Night Open House, New Student Orientation	5000-5999: Services And Other Operating Expenditures	Other	
			Traveling Arts Exhibits/Musicals/Plays			
			Transportation to provide equal access to after school, activities, events and tutoring for bussed students	5000-5999: Services And Other Operating Expenditures	Title I	14,500
3. Provide motivational speakers to target appropriate student behavior	August 2014-2015	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors	Speakers will address topics to include bullying and violence, gang-awareness, drug use prevention, and positive decision making	5000-5999: Services And Other Operating Expenditures	Other	
			Club Live Activities: Unity Forums, Field Trips, Camp Experiences, Youth Summits, Town Hall Meetings			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide and promote classroom incentives to reward students for positive academic achievement and behavior	August 2014-2015	Site Administration Leadership Team; PLC's	Early release to lunch; Passes to sporting events and school dances; Front of the line passes; Lunch with the Principal School supplies, Puma-Pat awards, BEST awards and attendance awards, Reward Assemblies, etc	5000-5999: Services And Other Operating Expenditures	Other	
5. Articulate and promote positive student behavior and involvement, college and career awareness, connectedness and involvement in edifying activities and conflict resolution "Being your BEST" B=Be Respectful E=Expect Excellence S=Stay Connected and Involved T=Take Care of Business	August 2014-2015	Site Administration Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director, Club Advisors, Athletic Director and Coaches	BEST Assemblies Success Presentations School Announcements Video Announcements posters, t-shirts, student supplies, lunch rallies, after-school sports and clubs, additional activities.	5000-5999: Services And Other Operating Expenditures	Other	
6. Provide morning and afternoon crossing guard on A Street and Aspen Lane	August 2014-2015	District Classified Personnel Office; Site Administration	Half hour before and after-school to help students cross safely during student drop-off and pick-up		Other	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Targeted Intervention
LEA GOAL:
To provide a positive and safe school environment
SCHOOL GOAL #3:
Pinacate will provide targeted academic and behavioral intervention.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Referral data• Attendance data• Suspension and Expulsion Reports• 6 week and 12 week progress reports
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Current interventions need to be improved in order to reduce the number of student behavior referrals, and lower the number of suspensions and expulsions.• Current interventions need to be improved or new interventions need to be established in order to improve student academic achievement.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Referral data• Attendance data• Suspension and Expulsion Reports• Student Sign-in in administration office

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teach positive school -wide expectations to all students	Aug.. 2014 to May 2015	Site Administration; Leadership team, Positive Climate Committee, PBIS Committee, PLC's	Beginning of each semester classroom presentations and projects on BEST expectations; PE Success Presentations; daily PA announcements and video announcements			
2. Puma Success Presentations in PE by Administration every 4-6 weeks	Aug. 2014 to May 2015	Administration and PE Department	During PE classes Administration meets with students to discuss behavioral and academic expectations, positive and negative consequences for behavior and motivational video and message.			
3. Parent Conferences at 12 week first semester and at 6 week second semester.	November 2014, and February 2015	Administration, Counseling and Teachers	Parents invited to attend 1 on 1 conferences with classroom teachers			
4. Student conferences with counselors and administration every 6 weeks for D and F students	September, November of 2014, and February, April 2015	Administration and Counseling, PE Department	Meet with all students who have a D or F during PE classes			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5. Provide after school targeted academic support for all content areas.</p> <p>Provide equal access to this service for all students.</p> <p>See Goal 1.1.b for funding information</p>	August 2014-May 2015	Administration, Counseling	<p>Targeted support based on teacher recommendation, extra duty teachers student and parent request, TASC Facilitator to contact parents</p> <p>Transportation for bussed students will be provided.</p>		Title I	15,000.00
6. Provide intensive behavioral support through outside counseling services	September 2014-May 2015	Administration, Counseling	Individualized or group Counseling service provided to identified at-risk student, Counseling groups and other resources	5000-5999: Services And Other Operating Expenditures	Other	
7. Establish Student Success Center where academic and behavior intervention is provided during the regular school day	August 2014-June 2015	Administration; Counseling	Students not performing well academically due to behavior challenges i can be sent to SSC to meet with administration. Student may be redirected to class. Teachers will provide same day class work, materials and other supplies for student.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Provide Summer Institute Intervention program	Summer 2015	Administration; Counseling	Students will receive intervention and support as needed in core academic areas; courses for high school credit also available		Other	
9. Provide reliable private tutoring options.	Fall of 2014	Administration; Counseling	Tutoring for all content areas; materials and supplies, postage to inform parents for tutoring fair for vendors; tutoring fair for vendors		Other	
10. Provide incentives for positive behavior and academic achievement	August 2014 to May 2015	Administration; Title 1 TOSA; site Title 1 Lead	Establish a tiered incentive program to include high interest activities and awards that will motivate students to improve improve their academic achievement and encourage positive behavior.		Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Educate and train staff in a consistent relationship building and classroom management framework.	August 2014 to May 2015	Administration; SSC	Professional Development for classroom management and to consistent procedures and protocols throughout the entire campus, including relationship building, systematic procedures; proactive classroom discipline, etc.; materials and supplies		Other	
12. Conduct student interest needs assessment	August 2014 to May 2015	Administration;	Provide California Healthy Kids Survey to be completed on-line			
13. Group counseling for drug and alcohol, anger management, bullying prevention and positive choices	On-going during the 2014-2015 school year	Administration; Leadership Team PBIS Committees	Individualized or Group Counseling services provided to identified at-risk students, Individual and/or group counseling and other identified resources to provide counseling for high at-risk behavior e.g. substance abuse, anger management, etc.		Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
14. Develop a system to intervene and monitor students who display at-risk behaviors	August 2014 to May 2015	Administration; Counseling dept.; PBIS	<p>Develop and implement Student Success Center procedures</p> <p>Through PBIS develop and implement a system of Tier II interventions that will provide support for students involved in at-risk behavior (e.g. Bullying, Drugs, Alcohol, Truancy. etc.</p> <p>Students will be identified through Infinite Campus referrals/ database, counseling referral, administration</p>			

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental Involvement
LEA GOAL:
SCHOOL GOAL #4:
Pinacate will enable active parental involvement for all parents.
Data Used to Form this Goal:
Evaluation of sign-in sheets from parent meetings throughout the school year.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Survey parents to identify their needs that will support the academic success of Pinacate students both in and outside the classroom.	Fall of 2014	Administration; Parent Liaison; SSC; ELAC; Positive Climate committee	Meet with key stakeholders to make an analysis of On-line or paper parent surveys			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Identify teams of parent volunteers to assist with the school environment.	On-going throughout the 2014 -2015 school year	Administration; Counseling; Parent Liaison	Dept./teacher request form for parental volunteer assistance (i.e. making copies of worksheets for class; classroom bulletin boards. etc.)			
3. Promote and provide opportunities for parents to attend the classroom with their student.	Sept. 2014 to May 2015	Administration; Title 1 TOSA; site Title 1 Lead; SSC	Log of parents who visit the classroom to shadow their own student.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Plan and provide a variety of Parent Involvement Activities that will motivate and increase parent participation in the education of their students.	Aug. 2014-May 2015	Site Administration; Dist. Title 1 TOSA; SSC; Title 1 Lead; Leadership Team	<p>Sign in sheets to track participation and parent involvement</p> <p>Analyze parent participant needs/ feedback</p> <p>Parent Institute</p> <p>Parent Involvement Activities (i.e. Parent workshops, Health and Nutrition, Mental Health Issues, Drug and Gang Awareness, Zumba Parent Literacy classes, Computer Literacy, GED Classes.)</p> <p>Also includes materials and supplies to promote school/parent activities, i.e postage ;Child-care, and related costs i.e. snacks, materials for activities, campus supervision; Snacks and related costs for parent meetings/workshops/trainings;</p> <p>Bring Your Parent at School Day, Coffee or Dessert with Administration, Special Parent Nights, ELAC Meetings, Annual Title I Night, SES Tutoring Fair, AVID Parent Nights, AVID Excel, New Student Orientation, Winter and Spring Performing Arts Festivals, Back to School,</p>	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,025.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Inform parents of student academic progress throughout the school year.	September 2014, and February 2015	Administration, Counseling and Teachers	Student progress reports will be mailed to the student residence. (ie. 6 week; 12 week; and at the semester)		Other	
6. Provide parent- teacher conferences for D's and F's at 6 week progress during the first semester and also at the 6 week progress during second semester.	September 2014 and February 2015	Administration; Parent Liaison; SSC; Positive Climate committee	Parents of students who are receiving D's or F's will be invited to attend , progress reports will be made available	5900: Communications	Title I Part A: Parent Involvement	
7. IC updated weekly by teachers	August 2014 to May 2015	Administration, Counseling and Teachers	Grades updated and available to parent on parent portal			
8. Before-school Parent Conferences	August 2014 to May 2015	Administration, Counseling and Teachers	Postage and materials as needed		Other	
9. Provide multiple forms of media to communicate important school information	August 2014 to May 2015	Administration; Counseling; Committees	Utilize Pinacate MS web-site, ELAC Section on PMS Web-Site, text messaging, emails, On-line Newsletter in Spanish and English, Alert Now phone dialer, mailings to parent/guardian		Other	
10. Provide parent access to School Handbook	August 2014 to May 2015	Administration; Counseling; Site Technology Lead	Printed copy given to students; printed copies available to parents in front office, pdf version on Pinacate web-site;		Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Provide parents opportunity to attend Parent Conferences, workshops, e.g CABE, etc, See Goal 4, item 4	August 2014 to May 2015	Administration; EL Lead; ELAC committee, Parent Liaison	workshops, attendance fees, transportation, materials, child-care Parents will determine the \$ amount from allocation in 4.4	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	
12. Provide staff with Professional Development training on working with parents. See Goal 4, item 4	August 2014 to May 2015	Administration; Principal's secretary; Parent Liaison;	Specific Professional Development for staff provided by RCOE to help staff communicate and work with parents Parents will determine the \$ amount from allocation in 4.4	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	
13. Provide for position of Community Liaison--see amount listed (Also see Centralized Services)	August 2014 to May 2015	Administration, District Human Resources Funding comes from District Centralized Services		2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	
14. Provide funding for Parent Consultant, release time, surveys, materials, supplies	August 2014 to May 2015	Administration				
15. Relocate Parent Center to larger room	Summer 2014	Administration				
16. Purchase and intallation of a large projection screen suitable for large parent meetings/audiences in the gymnasium so that all attendees may view video presentations	August 2014- Dec 2015	Site Administration; Dist. District Facilities Department	Installation of the screen will provide for more powerful and effective presentations to parents, student and staff.		Other	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic content areas.
SCHOOL GOAL #1:
<ol style="list-style-type: none"> 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. 4. To increase the percentage of 8th grade students enrolled in Algebra/Integrated I who are proficient/advanced proficient by 3% annually.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide on going professional development.	August 2014-June 2015	Educational Services	CCIT, Common Core alignment, teacher release time for collaboration, technology training, vertical teaming, sub cost, teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	5,000
			AVID Tutor cost	2000-2999: Classified Personnel Salaries	Title I	55,000
			AVID Summer Institute, Write Path Training, AVID EXCEL, Tutor Training, Consultant Contracts, content specific workshops and conferences	5000-5999: Services And Other Operating Expenditures	Title I	66,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental materials and resources to increase student engagement and close the achievement gap and address significant sub groups.	August 2014 -June 2015	Educational Services	Scholar Plus: maintain, replace and upgrade hardware and software for students, Increase student access to technology and resources, AVID: Provide materials, supplies, motivational supplies and other resources for AVID class activities to promote college and career readiness.	4000-4999: Books And Supplies	Title I	49,894

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in preparing all students for high school graduation and post-secondary and career options.
SCHOOL GOAL #2:
<ol style="list-style-type: none"> 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 all students that pass the California High School Exit Exam by 4% annually and meet or exceed proficiency by 2% in both English Language Arts and Math. 4. To increase the percentage of students participating in Career Technical Education/pathway capstone courses by 5% annually. 5. 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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in providing a safe and positive environment.
SCHOOL GOAL #3:
<p>1. To increase the number of students participating in afterschool clubs, sports and academic organizations on all school campuses throughout our district.</p> <p>2. To reduce incidences of bullying, drug use, violence, suspensions/expulsions and truanancies on all campuses throughout the district by 3% annually.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Safe and Drug Free Schools Activities	August 2014-June 2015	Human Resources, District Business Office, Asst. Sup. for Pupil Services, Director of Pupil Services, Site Admin.	Provide Safe and Drug Free Schools coordination, coordinators, consultants, activities, clubs, events, materials, supplies (etc).	1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	
				2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	
				3000-3999: Employee Benefits	Tobacco-Use Prevention Education	
				4000-4999: Books And Supplies	Tobacco-Use Prevention Education	
				5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	
				5800: Professional/Consulting Services And Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Stipends for after school sports, club and activities	August 2014-June 2105	Human Resources, Site Admin.	Fill existing co-curricular/academic clubs, sports and student interest clubs. Create and promote high interest student clubs and activity positions.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	General Fund General Fund	
Administer ASES Grant for site	Aug 2014-June 2015	Pupil Services Office, Human Resources, Business Services Office, Site Admin	After school student support (i.e Think Together or other contract provider)	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in improving communication and participation of all stakeholders.
SCHOOL GOAL #4:
<ol style="list-style-type: none"> 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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaison	August 2014- June 2015	District Personnel Office, Site Principal		2000-2999: Classified Personnel Salaries	Title I	
				3000-3999: Employee Benefits	Title I	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	17,000.00
3000-3999: Employee Benefits	Title I	1,795.00
4000-4999: Books And Supplies	Title I	8,700.00
5000-5999: Services And Other Operating	Title I	26,527.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	3,025.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	5,000.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	900.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	69,022.00
Title I Part A: Parent Involvement	3,025.00
Title I Part A: Professional Development (PI Schools)	5,900.00
Title I Part A: Targeted Assistance Program	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	15,000.00
1000-1999: Certificated Personnel Salaries	22,000.00
3000-3999: Employee Benefits	2,695.00
4000-4999: Books And Supplies	18,700.00
5000-5999: Services And Other Operating Expenditures	29,552.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,422.00
Goal 2	14,500.00
Goal 3	15,000.00
Goal 4	3,025.00

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 2011-2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Isabel Baza 2012-2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elvia Palomera 2011 -2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Silvia Uribe 2013 - 2015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 th grade student (vacancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7th (ASB) (vacancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hannah Sever - 8th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Salvadore Medina- 8th	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jose De Vicente 2012-2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gustavo Guerra 2013-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nora Kaio 2013-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorrie Kardos 2013-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chakwan Jones 2013- 2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dolores Aldrete 2013 -2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grace Farahzad 2013-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angie Eddington 2012-2014	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dru Morgan continuous	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	5	3	4	4

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) 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)**:

- | | |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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 June 3, 2014.

Attested:

Dru Morgan		
Typed Name of School Principal	Signature of School Principal	Date

Lorrie Kardos		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date