The Single Plan for Student Achievement

School: Paloma Valley High School

CDS Code: 33-67207-3330727

District: Perris Union High School District

Principal: Don Williamson

Revision Date: June 2014

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 June 19, 2013.

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School Vision and Mission

Paloma Valley High School's Vision and Mission Statements
Vision Statement

The vision of Paloma Valley High School is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.

Mission Statement

The mission of Paloma Valley High School is to provide a safe educational environment which develops students who are AMBITIOUS towards their future, TRUSTWORTHY to those around them, TOLERANT of all differences, maintain a positive ATTITUDE, are COMMITTED to their studies and services to others, and use their KNOWLEDGE from high school to benefit them in their post-secondary educational endeavors.

During the 2011-2012 school year, the WASC committee students rewrote the Expected Schoolwide Learning Results (ESLRs) and created a new acronym, ATTACK, which embodies the goals of our students:

Ambitious
- Strive towards future success and goals after high school using innovative resources
- Try our best to eagerly achieve academic mastery

Trustworthy
- Demonstrate integrity on a daily basis in the class, on the field, and in the community
- Act as a positive role model by establishing credibility

Tolerant
- Accept and respect other's differences, opinions, ideas, and needs
- Be patient towards other's individuality

Attitude
- Possess a positive outlook towards academics, extra-curricular endeavors, and the community as a whole
- Make the campus and community a better place by coming to school optimistic and ready to learn

Commitment
- Be an active citizen by upholding moral values
- Finish everything you start by giving 100%
- Excel in all that we do to establish and follow through with goals

Knowledge
- Utilize the skills learned in school throughout all aspects of life for real world application
- Make informed decisions
- Share what we learn with others and continue to be life-long learners

School Profile

Paloma Valley High School is located in the Menifee Valley of Southwest Riverside County. The community surrounding Paloma Valley High School is transitioning from rural to suburban in nature. Menifee and Sun City are the two largest communities in the immediate area. Large parts of the population commute to Los Angeles County, Orange County, San Diego County, or Riverside County for employment. Menifee became its own city in October of 2008 and now consists of Menifee, Sun City, and Quail Valley. The economic status of the area has affected not only the enrollment, but also the number of students meeting the requirement for Free or Reduced lunch.

Paloma Valley High School is the second of three comprehensive high schools in the Perris Union High School District. Our district is unique since it is one of the few remaining "union" rather than unified school districts in the state of California. Five distinctive communities make up our district: the city of Perris and the surrounding unincorporated areas, Lakeview-Nuevo, Romoland, Menifee, Sun City, and Quail Valley. Menifee officially gained cityhood in 2008 and now encompasses Sun City, Quail Valley, and some parts of Romoland for a total of about 50 square miles. Our community is a commuter community with most citizens traveling along the 215 or 15 freeways to commute to a job. This situation does impact our parents having the time or opportunity to be involved in our school. Communication with our parents and participation of the parents continues to improve. Our school boundaries go from Winchester Road to the south (where it meets Temecula and Hemet school districts), Clinton Keith Road to the west (where the Murrieta district begins), through the edge of Canyon Lake and all of Quail Valley to the north, and over to Ethanac Road on the east (where the Perris High and Heritage High School boundaries are located). Discussions of unification with our feeder elementary districts have gone on for years. Our district office has been working with the Menifee Elementary district office to expedite unification and put it to a vote of the citizens. However, with the downturn in the economy, Menifee Elementary is not in the financial position to be able to take over Paloma at this time. Unification is inevitable and it is very possible that Paloma will be transferred to the Menifee Union School District in the next four to eight years. Paloma Valley administration maintains ongoing communication with administration in the Menifee district.

When Paloma Valley opened its doors in 1995, it was to all four grade levels at the same time. The students of Perris High who were going to be attending Paloma were given the opportunity to pick the new school name, the school colors, and the mascot. Paloma received its name because historically this area was known as the valley of the dove. Our school began only partially complete and, over the past years, the rest of the campus has been completed and updated. Paloma has a beautiful football stadium which can seat 4500 and a double court gymnasium which can seat 1159. The theater has a small stage and can seat 286. We have a half-time athletic director who oversees all sports and facility uses. We currently have nine custodians who worked diligently to keep the campus clean. We also have nine campus supervisors who with two assistant principals oversee the safety and security of the campus. A Safety Committee comprised of teachers, support staff, administrators, and students helps to guide the actions and responses to maintain a safe home for employees and students alike. The school currently has four computer labs. Three labs use Apple computers and one lab utilizes Dell Windows based computers. The classrooms have been upgraded to included digital projectors which can connect to the teachers' electronic devices which include desktop computers, laptop computers, iPads, and Interwrite tablets. The rooms also have a sound system with speakers in the ceilings. In August of 2013, every student was issued a Chromebook as the school and the District embarked on a goal of empowering our students with technology for their future preparedness. The entire campus has wifi which allows teachers and students to utilize Google Docs, Haiku, and other internet tools to increase student engagement and their technical skills.

In 1995, our school demographics were predominantly white with a very small Hispanic and black population and almost no Asian presence. Today, Paloma is home to a growing Hispanic majority with a smaller white and black population. The Asian population is small, but also growing. We opened our school with about 1,400 students, grew to a population of over 3,000 and are presently educating about 2,670 students. We currently have 1,468 students receiving Free and Reduced Lunch. Our English Learner population is relatively small at 7.8%, but out RFEP population is significant at 28.9%. Special Education students with IEP's comprise 8.3% of our current population. Below is the Racial/ Ethnic Designation for 2013-2014:

Hispanic: 1333 (49.92%)
Am Indian/ Alskn Nat: 14 (0.52%)
Asian: 179 (6.70%)
Black/ African Am: 139 (5.20%)
Nat Nwiin/ Othr Pac Islndr: 20 (0.75%)
White: 873 (32.70%)
Multiple: 110 (4.12%)
Missing: 2 (0.07%)

Menifee is also the home of the second campus of the Mt. San Jacinto Community College. The Menifee campus opened in October 1990, but has grown tremendously in the past decade and now serves just fewer than 20,000 students. Many Paloma Valley students attend Mt. San Jacinto after high school graduation. Some of our students are able to attend concurrently and we offer a dual enrollment program for them. We work closely with Mt. San Jacinto staff to offer FAFSA training for our parents in the evenings. We also administer placement tests for the community college at our site computer labs. College Day Open House at the Menifee campus is well attended by our students and parents.

Though our school qualifies for Title I funds, we currently do not accept Title I funds. Approximately 51% of Paloma students qualify for Free and Reduced lunch program. The latest API score for Paloma showed a drop of 18 points from 815 in 2012 to 797 in 2013. A closer look at this drop shows that 15 of the 18 points were simply due to a lower number of students who took the test. The 15

points were not academically related. While we met our growth targets for the white and students with disabilities subgroups, we did not meet the growth targets for the economically disadvantaged, English Learner, or Hispanic subgroups. Although the Paloma percentages for passing AP (Advanced Placement) tests are higher than the district rates, Paloma is still slightly below the county and state rates.

AVID is a program designed to promote college readiness by providing tutoring, study skill strategies, help with college applications, and encouragement for students to continue their education through four-year colleges. The program is currently small with around 200 students. Our goal is to increase the participation in the program to over 15% of the school population which means over 400 students enrolled in AVID. Our aim is to utilize AVID strategies school-wide in every classroom. We are working hard to increase the number of students eligible to attend four year colleges upon graduation and make all students are better prepared for their future careers.

PVHS has worked to ensure that our school and WASC goals coincide and support the district Program Improvement Objectives as well as the LEA Plan Goals. Teachers and parents have been queried to uncover gaps in our services to students. The School Site Council and the administration have evaluated the Single Plan for Student Achievement and reviewed and updated its goals and action steps.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an anaylisis 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 main survey used at PVHS has been the Healthy Kids Survey for the past four years. This provides data from staff, parents, and students. Currently, PVHS is giving the Healthy Kids Survey each year for the duration of the Safe and Supportive Schools (S3) Grant. This data has been helpful in determining areas of focus for school culture improvement and has been led by the S3 Grant committee. The results from the survey show that we need an increase focus on helping students be connected to the campus and staff. The results also showed that some of the staff does not feel connected to the school either. Through the S3 Grant committee, many new changes are taking place to try to change the culture of the school for our staff and students.

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

Classroom observations have been conducted by administrators, teachers, and the WASC visiting committee. Administrators conduct classroom walk throughs daily and weekly. During these visits it has been observed that teachers enjoy teaching their content, students are engaged in class, there is a growing use of technology, there is a widespread use of computer labs for instructional purposes, and increased usage of Infinite Campus and websites. In addition, it has been observed that there is intermittent use of target objectives, and a need for student involvement and participation throughout lessons. Teacher walk throughs have been conducted as well. During the teacher walk throughs, one teacher visits several classrooms of participating teachers. The results from these walk throughs were positive. The WASC visiting committee, in October of 2011, observed every classroom on campus and identified a need to increase rigor in all classes with a focus on underperforming subgroups by implementing student-centered strategies that maximize the effective use of instructional time, check for understanding, promote academic language development, and teach problem solving strategies, leading to measurable increases in student engagement and achievement. Additionally, there is a need to increase a college-going culture on campus. There are some signs posted in classrooms which indicate A-G requirements, but not in all classrooms. There are some college posters, pennants, etc posted in 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)

   There are regularly scheduled benchmarks and PLC designed assessments given every six weeks in English, social science, and science classes. Math classes offer benchmarks every three or six weeks depending on the course. For example, algebra and algebra 2 give benchmark exams every 6, 12, and 18 weeks while geometry gives a midterm and end of semester exam. During PLC time, these standards based assessments are supposed to be used to inform instruction and focus student leaning on mastering the standards. Some teachers have become very strong at providing assessments and adjusting their lesson plans based on student performance on benchmarks. The visiting WASC committee identified PLC time as an area for improvement. They found that while teachers were using PLC time to examine data, more follow through with the data needed to take place.

   Based on the results of standards based assessments, some teachers also collaborate and discuss "best practices" in their classes.

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

   Regularly scheduled benchmarks are PLC designed assessments and are given every six weeks in English, social science, and science classes. Math classes offer benchmarks every three or six weeks depending on the course. For example, algebra and algebra 2 give benchmark exams every 6, 12, and 18 weeks while geometry gives a midterm and end of semester exam. During PLC time, these standards based assessments are used to inform instruction and focus student learning on mastering the standards.

   Teachers have been trained on how to use data from curriculum-embedded assessments in order to modify instruction. While many teachers and departments analyze data to guide instruction on a regular basis during PLC time, it is not a consistent practice. One of the main areas of concern when the WASC visiting committee came in 2011 was the use of data during PLC meetings to guide instruction. One of the visiting committee's critical areas of follow up dealt directly with this issue and stated, "The leadership team and instructional staff will continue building a culture of collaboration through PLCs, including establishing a system of accountability that ensures success of all students, modifying instruction, and developing timely and targeted interventions by analyzing student achievement data." While an action plan was established by the WASC leadership team to address this issue, there was no money to follow through with the majority of the established plans in the 2012-2013 school year.

<u>Staffing and Professional Development</u>

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

    There are staff development opportunities at both the site and district level. In the 2013-2014 school year, there has been an increase in staff development options provided at the site level. Through the goals of the WASC leadership team, there have been several paid school trainings offered on campus. There were trainings in AVID strategies, Common Core, writing across the curriculum, and technology including Haiku and Google Docs. The district has also facilitated training and preparation for SBAC testing.

    Through the Safe and Supportive Schools grant, our S3 coordinator has continued informing teachers and staff regarding the 40 Developmental Assets.

    Continued and ongoing training is needed in some areas such as using PLC effectively, implementation of Common Core Strategies, and technology, especially with the introduction of Haiku for each teacher.

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

    In the 2012-2013 school year, the Academic Coaches went from being site based to being district based. This has lessened teacher's accessibility to Academic Coaches. While the coaches have provided trainings and assistance throughout the year, they are not at PVHS as much as they were previously. In the 2013-14 school year, there were 3 periods of a Technology Coach who helped teachers implement technology in their lessons. There are several site and district based professional development opportunities for teachers to attend. Several teachers have been trained in AVID strategies and more teachers will be trained this summer at the AVID Institute.

<u>Teaching and Learning</u>

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

    All departments on our campus are working continuously to ensure that curriculum, instruction, and materials are aligned with standards. This is done using a variety of methods, including departments and subject area committee updating of course outlines, working with the district office, including Ed Planning, and teacher collaboration through PLC time.

    The administration continues making regular "walk throughs" in classrooms, monitoring the content and standards being taught. Administration provides feedback to teachers regarding progress and ways to further assist teachers. During the past three years, the administration would also conduct "walk throughs" with teachers looking for effective examples of student engagement. Now the WASC leadership team has organized "walk throughs" where individual teachers go to classrooms to observe strategies. Teachers continue to have PLC time where some discuss teaching the same standards at approximately the same pace with each other during the week; in addition, some discuss ways to prepare students for upcoming benchmark exams, finals, CAHSEE, and state testing. We would like teachers to move to the next level and spend more time during PLCs discussing "best practices" that they use within specific lessons. Teachers need to be sharing and dialoguing their best examples of effective engagement strategies. In the 2011-2012 school year, several team meetings took place during the school day where teachers were able to meet and plan together. This was not able to happen as often in the 2012-2013 school year due to budget constraints.

    With the upcoming Common Core Standards and SBAC testing, there were curriculum committees formed at the district level which offered all teachers the opportunity to participate. The committees has been working to examine the forthcoming changes to the curriculum and has started writing a template for teachers to implement as early as the 2013-2014 school year. There have also been several trainings offered for ELA and math teachers in regards to the Common Core and SBAC. All teachers are participating in the "sandbox" activity on campus to introduce them to the SBAC testing.

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

    All courses use standards based instructional material. The adoption cycle is followed to ensure that we have the most up to date materials for each department, however textbook adoptions have been frozen for several years. Paloma Valley and the Perris Union High School District adopted and implemented the state's newest textbooks for English in the 2010-2011 school year. Our math department adopted new materials in all math classes during the 2009-2010 school year. All English and math teachers have been trained to use the new, state adopted materials and they have become very effective at using them. The English department uses Keystone for our Intensive Intervention classes. Chromebooks have been issued to every single student to allow for access to technology and student engagement. Using the Chromebooks will also familiarize the students with the instrument they will be using for taking the SBAC tests beginning this year. Staff continues to re-calibrate curriculum to meet 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)

    Currently, our instructional materials are SBE adopted and standards-aligned in both the intervention and core courses. With the Common Core Standards, we will continue to use our current instructional materials and adapt them to meet Common Core Standards. By utilizing existing district adopted texts, visual media, and pacing guides, teachers will use AVID strategies and project based learning. This delivery method will help teachers promote Common Core State Standards campus-wide.

Opportunity and Equal Educational Access

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

    Additional support classes have been implemented for underperforming students. Student placement has been closely monitored and is constantly being readjusted to ensure that all students get the academic support they need. Students had been placed into classes based primarily on their CST scores. However, counselors, teachers, and administrators will now look at student scores on the placement tests, CAHSEE, CELDT, and grades in classes. In addition to classes, we also offer after school tutoring for all students. This is led by students in CSF. We also offer a CAHSEE boot camp on the two Saturdays prior to the CAHSEE exam. There is also a CAHSEE preparation class during the school day for students who did not pass the CAHSEE in 10th grade to help give them the needed skills in order to pass the exam. In addition to these services, many teachers offer before and after school tutoring in their classrooms for students who are struggling.

9. Research-based educational practices to raise student achievement

    Teachers at PVHS use a variety of research-based educational practices to raise student achievement. Teachers have been trained in Direct Interactive Instruction and use these strategies regularly. Some teachers are trained in AVID and use these strategies in their classrooms. This summer, many teachers are attending the AVID Summer Institute and we will use them as the core to build AVID into a campus-wide strategy. WICOR Utilizing PBIS, we will endeavor to create new strategies to keep students in the classroom rather than being sent out for disciplinary reasons. Teachers will continue to be trained in the use of Haiku and other internet based tools that will enhance understanding in the classroom.

Parental Involvement

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

    Paloma Valley provides free after school tutoring for any student who needs assistance. This is provided through CSF. Many teachers provide tutoring for students before and after school. The district has academic coaches who provide services to schools when requested or needed. There are also several CAHSEE boot camps to help students prepare for the exam.

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)

    PVHS has several programs that involve stakeholders. Currently, parents are involved in ELAC, School Site Council, PTSA, and the WASC parent committee. Students, teachers, and other staff members are also involved in the School Site Council, PTSA, and WASC committee. Parents, students, teachers, and staff members are also involved in the S3 grant that we are receiving.

<u>Funding</u>

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

There are a variety of services provided by categorical funds to enable underperforming students to meet standards. In the past, we had academic coaches on campus who helped teachers improve their instructional strategies and best practices. The academic coaches are now based at the district office and are not as readily available on campus. There has been staff development time provided through the WASC committee and PLC time to help teachers focus on instruction and best practices. There has been some release time this year for collaboration, support planning, curriculum and lesson planning, cross-curricular planning time, AVID strategies, and teacher led walk throughs. There is after school tutoring Monday through Thursday for an hour in the Media Center. These students also have a late bus provided if they stay for tutoring. Several CAHSEE Boot Camps are offered to 10th grade students as well as 11th and 12th grade students who have not passed the exam. All students (including underperforming students) are invited and encouraged to attend.

13. Fiscal support (EPC)

Paloma Valley provides site funds to support the base academic program for all students. We will continue to expend the remainder of our S3 Grant money

Description of Barriers and Related School Goals

It is very important to increase parent participation and oversight related to student academic performance. Paloma has had 75% of its parents access Infinite Campus to check grades, but we now have parental access to Haiku which will allow parents the ability to see daily assignments and links that help explain classroom concepts. There needs to be a concerted effort to explain and teach how to use these tools to the parents and empower them to become active. Parents need to be informed about A-G requirements for college and how it affects their own student. The counseling department needs to become more interactive with students and parents advising them of their current academic status and provide encouragement and motivation. Our Special Education population has a graduation rate far below that of the mainstream student population. We need to address the needs of these students and find alternative supports to allow them to be more successful. The AVID program needs to be expanded and we are looking to double the current number of students involved in order to increase student readiness for college and career. In order to address school culture and improving students connection to campus, we are adopting LINK Crew and expanding the PLUS program. We will be having these groups coordinate with ASB to increase school spirit and a sense of school community. A new monitoring system called PLASCO which can scan student ID cards, needs to be implemented to improve tardies and to supplement programs for improving school spirit.

Our staff has been very good at adopting and using the new technologies. This needs to continue to grow which means they need regular monthly professional development opportunities. AVID strategies need to be included to encourage campus-wide utilization. This will help students with both college and career goals.

Goals include:
1. Increase A-G completion rate by 5%
2. Increase SPED graduation rate by 5%
3. Increase AVID enrollment by 50%
4. Implement PLASCO tracking system
5. Develop after school tutoring for core curriculum

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	1,949	1,886	1,894	709	646	624	107	94	75	68	58	48
Growth API	821	814	797	850	840	821	791	736	766	881	877	819
Base API	799	819	815	833	849	842	745	788	737	858	881	879
Target	1	A	A	A	A	A	5					
Growth	22	-5	-18	17	-9	-21	46					
Met Target	Yes	Yes	No	Yes	Yes	Yes	Yes					

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	910	930	957	422	395	345	923	994	1,019	143	162	178
Growth API	791	786	776	735	717	701	788	782	766	563	553	610
Base API	761	788	788	709	732	718	761	786	784	544	566	560
Target	5	5	5	5	5	5	5	5	5		12	12
Growth	30	-2	-12	26	-15	-17	27	-4	-18		-13	50
Met Target	Yes	No	No	Yes	No	No	Yes	No	No		No	Yes

Conclusions based on this data:

1. English Learners and Students with Disabilities had the most significant decrease in 2012.

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	98	99	98	99	99	96	96	98	100	90	100	93
Number At or Above Proficient	453	395	378	193	153	135	22	12	13	14	16	
Percent At or Above Proficient	68.5	59.5	61.6	76.9	69.9	68.5	52.4	40.0	52.0	82.4	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	Yes	No	No	Yes	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	98	98	99	99	97	98	98	98	96	83	97	100
Number At or Above Proficient	189	158	182	65	46	40	187	164	192	4	10	14
Percent At or Above Proficient	61.6	49.1	55.8	43.9	32.4	35.7	61.7	48.4	55.0	8.9	16.4	22.6
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	Yes	No	Yes	Yes	No	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. Need to focus on the percentage of students who are at or above proficiency in ELA.

2. Hispanic, English Learners, and Socioeconomically Disadvantaged students showed a significant decrease in the percentage of students who are at or above proficient.

3. Students with Disabilities showed an increase in the percent at or above proficient.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	All Students			White			African-American			Asian		
	2011	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**
Participation Rate	98	99	98	98	97	99	98	98	100	90	100	93
Number At or Above Proficient	436	423	367	180	149	132	19	16	13	15	17	
Percent At or Above Proficient	66.0	63.8	59.5	71.7	69.0	65.0	45.2	53.3	52.0	88.2	70.8	--
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	Yes	No	No	Yes	No	No	--	--	--	--	--	--

The heading "MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP" spans the data columns.

AYP PROFICIENCY LEVEL	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**
Participation Rate	99	99	98	99	99	97	97	98	97	87	97	100
Number At or Above Proficient	186	184	178	62	58	45	181	190	190	5	12	13
Percent At or Above Proficient	60.4	56.8	54.9	41.9	40.3	40.5	60.1	56.0	54.0	10.9	19.7	21.3
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	Yes	No	No	Yes	No	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. The Asian and Hispanic students had the most significant decrease in the percentage at or above proficient.

2. Students with Disabilities showed an almost 9% increase of the percentage scoring at or above proficient.

3. Need to focus on students who are at or above proficient.

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
	#	%	#	%	#	%	#	%	#	%	#
9	15	23	23	35	21	32	4	6	2	3	65
10	12	24	21	42	15	30	2	4			50
11	13	21	28	46	14	23	4	7	2	3	61
12	3	13	8	35	5	22	7	30			23
Total	43	22	80	40	55	28	17	9	4	2	199

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9	15	23	23	35	21	32	5	8	2	3	66
10	13	24	21	38	16	29	4	7	1	2	55
11	13	21	28	46	14	23	4	7	2	3	61
12	4	16	8	32	5	20	7	28	1	4	25
Total	45	22	80	39	56	27	20	10	6	3	207

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	180	165	199
Percent with Prior Year Data	100.0%	84.2%	79.4%
Number in Cohort	180	139	158
Number Met	113	78	102
Percent Met	62.8%	56.1%	64.6%
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	36	157	37	139	30	175
Number Met	6	81	7	74	5	109
Percent Met	16.7%	51.6%	18.9%	53.2%	16.7%	62.3%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**No**	**Yes**	**No**	**Yes**	**No**	**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	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No

Conclusions based on this data:

1. In terms of AMAO 1, the total number of English Learners who are testing at PVHS is decreasing and the total percentage of students who are meeting their NCLB target is decreasing.

2. In terms of AMAO 2, the number of English Learners at PVHS with less than five years of EL instruction remains consistent while the number of English Learners with five or more years of EL instruction is decreasing.

3. In terms of AMAO 3, although our English Learners met the AYP participation and proficiency rate for English and Math in 2011-2011, our English Learners did not meet AYP proficiency in English or math for the 2011-2012 school year.

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.

Planned Improvements in Student Performance

<u>**School Goal #1**</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 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 graduate from high school prepared for post-secondary and career options.
SCHOOL GOAL #1:
Paloma will increase the percent of seniors meeting A-G requirements by 5% using 2013-14 completion rates as a baseline; Paloma will increase AVID participation by 20%.
Data Used to Form this Goal:
Current A-G completion rate is 27%. There were approximately 150 students who completed AVID for the school year 2013-14.
Findings from the Analysis of this Data:
API as measured by the new CCSS will include A-G completion rate as a factor.
How the School will Evaluate the Progress of this Goal:
Counselors will monitor student enrollment and completion each semester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a late bus for students for after school tutoring.	2014-2015 school year	Site Assistant Principal	2 Buses for 4 days a week @ 33 weeks @ $125.00 per day.	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education (EIA-SCE)	35000
Teachers will be hired to tutor students.	2014-2015 school year	Site Asst Principal	6 teachers for 4 days/week @ 33 weeks @ $35/hour	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	27,720

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expansion of AVID Program	2014-2015	Site Asst Principal	Teacher Trainings on-site	1000-1999: Certificated Personnel Salaries		8000
			Release time for teacher team planning	1000-1999: Certificated Personnel Salaries		5000
			AVID Conference Fees (incl travel, food, mileage)			12000
			Sub Coverage during AVID Conferences	1000-1999: Certificated Personnel Salaries		5000
College Readiness Activities/Events	2014-2015	Site Admin, Teachers, Counselors	College Fair (flyers/mailers/posters)	4000-4999: Books And Supplies		5000
			College Penants	4000-4999: Books And Supplies		5000
			Senior Interviews	4000-4999: Books And Supplies		2000
Provide Saturday CAHSEE boot camps for low performing students to help them be successful on the CAHSEE.	2014-2015 school year	Site Assistant Principal	4 teachers for 2 days @ $125	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	1,000
			4 teachers for 2 Saturdays @ $40/hr @ 2.5 hrs	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	800
			Materials and supplies @ $500	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education (EIA-SCE)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve instructional strategies in the classroom to help low performing and struggling students meet A-G requirements, increase class pass rates, improve scores on CAHSEE, and prepare for Common Core (i.e. teacher walk through, professional development, department conferences, expository writing class Saturday pay, RCOE trainings, pay for teachers to attend WASC visits)	2014-2015 school year	Site Administrator, WASC Leadership team	Teacher Walk Through: 6 subs @ $125	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	750
			Professional Development after school trainings: 60 teachers @ $40/hr	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	2,400
			Department Conferences: $3000	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education (EIA-SCE)	3,000
			RCOE Trainings: $2000	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education (EIA-SCE)	2,000
			WASC visits: 5 teachers for 4 days @ 125/ day	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	2,500
			Mileage: $600	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education (EIA-SCE)	600
			$500 for materials and supplies	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education (EIA-SCE)	500
College/Career Trips for Non-AVID students	2014-2015	Asst Principal, Counseling, Teachers	Transportation			8000
			Sub Coverage for Chaperoning Teachers	1000-1999: Certificated Personnel Salaries		2500
Guest Speakers to represent colleges/careers	2014-2015	Counselors	Speaking Fee			5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Credit Recovery and Grade Improvement Opportunities	2014-2015	Counselors and Teachers	Curriculum	4000-4999: Books And Supplies		15000
			Professional Development	1000-1999: Certificated Personnel Salaries		5000
Career Exploration	2014-2015	Counseling	BRIDGES license	4000-4999: Books And Supplies		14000
Intensive Intervention Classes	2014-2015	admin team, counseling	Staffing	1000-1999: Certificated Personnel Salaries		60000
Strategic Intervention Classes	2014-2015	admin team and counseling	Staffing	1000-1999: Certificated Personnel Salaries		60000
AVID Tutors	2014-2015	Admin team and AVID coordinators.	AVID Tutors	2000-2999: Classified Personnel Salaries		50000

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: School Environment
LEA GOAL:
All departments and sites will provide a safe and positive teaching and learning environment for staff and students.
SCHOOL GOAL #2:
Paloma Valley High School will improve its school climate report card by 10 points.
Data Used to Form this Goal:
Healthy Kids Survey, student, parent, and staff surveys
Findings from the Analysis of this Data:
Students have reported a desire to improve their connection to school, staff, and school activities.
How the School will Evaluate the Progress of this Goal:
Healthy Kids Survey, WASC staff survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paloma Pride Days to be held the first two days of the school year.	2014-15 school year	admin	planning and oversight			
			teacher prep and collaboration time	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	8000
			materials and supplies	4000-4999: Books And Supplies	Economic Impact Aid	5000
			food for students and staff	4000-4999: Books And Supplies	Economic Impact Aid	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assorted Paloma gear (including shirts, sweatshirts, lanyards, caps, etc) as rewards for students who participate in a positive manner in school related activities including attendance rewards.	2014-15 school year	Site administrators, teachers, campus supervisors, support staff	spirit gear	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education (EIA-SCE)	5000
School, college, and career themed T-shirts for AVID students as rewards for students with good attendance, students who show academic improvement, and students who exemplifying our ESLRs.	2014-15 school year	Site administrator, AVID coordinator	supplies	4000-4999: Books And Supplies	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1000
Students will lead peers in team building and school climate improvement	2014-15 school year	Link Crew and PLUS Advisors	printing	4000-4999: Books And Supplies	Economic Impact Aid	1000
			materials and supplies (poster paper and paint, general supplies)	4000-4999: Books And Supplies	Economic Impact Aid	1000
Paloma Pride Kick-off	July-August 2014	Admin and Paloma Pride Committee	teacher prep and collaboration time	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	10000
			materials and supplies	4000-4999: Books And Supplies	Economic Impact Aid	10000
Grade level and subject level curriculum development to increase student success (including PLTW)	2014-15 School Year	admin, teachers, counselors	conferences	None Specified		10000
			transportation			10000
			lodging			10000
			meals			5000
Create a Career Center	2014-15 School Year	admin team	furniture			5000
			computers			15000
			supplies			2000
			Career Counselor			60000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
smart phones and attached bar code readers to identify students who are participating in school activities in a positive manner and to support attendance policy	2014-15 School Year	principal	smart phones	4000-4999: Books And Supplies	Economic Impact Aid	10000
			bar code readers	4000-4999: Books And Supplies	Economic Impact Aid	5000
			software			2000

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: College and Career Readiness
LEA GOAL:
All students will attain proficiency in the core content areas.
SCHOOL GOAL #3:
Paloma Valley will increase the the percent of students scoring proficient on the ELA and Math portions of the CaHSEE by 3%; increase the percent of English Learners increasing a band on the CELDT by 3%; and increase the number of graduating seniors who meet A-G requirements by 3%.
Data Used to Form this Goal:
Transcript analysis,
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The staff will monitor grades on an on-going basis and students who have C's, D's, and F's will be asked to attend tutoring outside of normal class time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time to explore and prepare a plan for a tutoring period before or after the school day for underperforming students.	Fall 2014	WASC leadership committee	4 teachers for 2 days @ $125	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CaHSEE Bootcamp	School Year 2014-15	admin	release time to prep for boot camp	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	3000
			extra duty pay for 10th grade Bootcamp	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	5000
			CaHSEE packets	4000-4999: Books And Supplies		4000
			snacks and food for students attending bootcamps	4000-4999: Books And Supplies		2000
College pennants for each classroom to encourage under performing and struggling students to attend college.	School year 2014-15	Site administration, WASC leadership team	college pennants	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education (EIA-SCE)	3000
CELDT Trainings/Bootcamps	School Year 2014-15	admin, teachers, TOSA	release time for teachers to attend training/bootcamp and prep for bootcamp	1000-1999: Certificated Personnel Salaries		3000
			materials/supplies			2000
Lunch for Career Day presenters.	May 2015	Site administration, WASC leadership team	lunch	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education (EIA-SCE)	500
Release time for EL coordinator, EL teacher, and classroom teachers to be trained on Bridges so that they can take their students to use the program to start college and career planning.	Fall 2014	Site administration, WASC leadership team	10 teachers @ $125/ teacher	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1,250
Provide A-G requirement posters for each classroom so that EL and underperforming students have daily access to information regarding their graduation requirements.	Fall 2014	Site administration, WASC leadership team	$1000 for original poster design and poster for each room	4000-4999: Books And Supplies	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide tutoring classes before/after school	School Year 2014-15	site admin, teachers	10 teachers/classes per day @ $50 per teacher per day for 30 weeks	1000-1999: Certificated Personnel Salaries		60000
Counselors will visit middle schools to educate students about high school requirements	School Year 2014-2015	counselors	mileage			500

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: School Community Involvement
LEA GOAL:
All staff will strive to provide sound communications and relations with students, community, and staff.
SCHOOL GOAL #4:
Paloma will increase the percentage of parents accessing the parent portal by 5% and 30% of parents will access Haiku on a regular basis.
Data Used to Form this Goal:
Data shows that 79% of Paloma parents accessed the parent portal on a regular basis. Haiku access was created later in the 2013-14 school year so accurate data is not available for the year.
Findings from the Analysis of this Data:
A large number of parents accessed the parent portal, but far fewer accessed Haiku due to lack of awareness.
How the School will Evaluate the Progress of this Goal:
Monthly reports will be generated that monitor parent access.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School personnel will provide parent meetings and workshops.	School year 2014-15	admin team, teachers, counselors	planning time	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	5000
			materials/supplies	4000-4999: Books And Supplies	Economic Impact Aid	3000
Principal will provide opportunities to meet with community members.	School year 2014-15	principal and parent liaison	supplies including coffee and food	4000-4999: Books And Supplies		1000
Hire a parent liaison	school year 2014-15	principal	liaison salary	2000-2999: Classified Personnel Salaries		55000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paloma will have a goal of 80% of all teachers to use Haiku in the classroom	School Year 2014-2015	admin and teachers	motivation rewards (Starbucks cards, Target Cards, dinner coupons, etc)	4000-4999: Books And Supplies		5000

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:
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	
			AVID Tutor cost	2000-2999: Classified Personnel Salaries	Title I	
			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	

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 to June 2015	Educational Services	Scholar Plus: maintain, replace and upgrade hardware and software for students, increase student access to technology and resources, materials and supplies for AVID classrooms.	4000-4999: Books And Supplies	Title I	
				2000-2999: Classified Personnel Salaries	Title I	

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:
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
Lowest 50 seniors (GPA) will be identified and monitored by seniors and classroom teachers	2014-15	Admin, Counselors, Classroom teachers assigned to the students				
Counselors will meet monthly second semester with all seniors in danger of failing to motivate them	Jan 2015-June 2015	Counselors				
Mentor teachers will be assigned to students to assist them personally and academically throughout the year.	2014-15	Mentor Teachers				
Counselors will monitor A-G compliance for entire caseload.	2014-15	Counselors				
Additional PLTW Engineering and Computer Sciences courses will be planned and students will be recruited for enrollment.	2014-15	Admin, Math Dept, IT				

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:
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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paloma Pride Days first 2 days of school year	Aug 11-12, 2014	ASB, Admin				
Club Rush and club information in quad	Aug 11-12, 2014 and Sept, 2014	ASB				
Link Crew will work with incoming Freshmen	2014-15	Link Crew Advisor				
Herff Jones will supply speakers about bullying and drug use	TBD 2014-15	Admin				

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in improving communication and participation of all stakeholders.	
SCHOOL GOAL #4:	

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
TOSA Tech teacher and admin will hold evening meetings with parents to teach them to use Haiku and IC.	August and September 2014	Principal and Tech TOSA				
Tech TOSA will work individually and in small groups to teach staff how to utilize software.	2014-15	Tech TOSA				
Admin will work with teachers to increase communication with parents regarding academics and social issues with their student	2014-15	Admin				
Admin will continue to meet with local merchants to create professional ties and relationships.	2014-15	Admin				

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
		13,000.00
1000-1999: Certificated Personnel Salaries		73,500.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid	31,000.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English	30,170.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory	7,450.00
2000-2999: Classified Personnel Salaries		55,000.00
4000-4999: Books And Supplies		33,000.00
4000-4999: Books And Supplies	Economic Impact Aid	39,000.00
4000-4999: Books And Supplies	Economic Impact Aid/Limited English	2,000.00
4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory	9,500.00
5000-5999: Services And Other Operating	Economic Impact Aid/State Compensatory	40,600.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
	174,500.00
Economic Impact Aid	70,000.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	32,170.00
Economic Impact Aid/State Compensatory Education (EIA-	57,550.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	13,000.00
1000-1999: Certificated Personnel Salaries	142,120.00
2000-2999: Classified Personnel Salaries	55,000.00
4000-4999: Books And Supplies	83,500.00
5000-5999: Services And Other Operating Expenditures	40,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,270.00
Goal 2	60,000.00
Goal 3	77,950.00
Goal 4	69,000.00

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
Don Williamson	[X]	[ ]	[ ]	[ ]	[ ]
Helen Stimach	[ ]	[ ]	[X]	[ ]	[ ]
Reagan Williams	[ ]	[X]	[ ]	[ ]	[ ]
Gary Stone	[ ]	[X]	[ ]	[ ]	[ ]
Resa Rosenstein	[ ]	[X]	[ ]	[ ]	[ ]
Terry Dao	[ ]	[ ]	[ ]	[X]	[ ]
Andrea Starling	[ ]	[ ]	[ ]	[X]	[ ]
Sidney Starling	[ ]	[ ]	[ ]	[ ]	[X]
Savannah Dao	[ ]	[ ]	[ ]	[ ]	[X]
Shaun Jones	[ ]	[X]	[ ]	[ ]	[ ]
Jennafer Griswold	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:					

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

[ ]   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

[ ]   Other committees established by the school or district (list):

_____
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 14, 2014.

Attested:

Don Williamson
_____ _____ _____
Typed Name of School Principal   Signature of School Principal   Date

Resa Rosenstein
_____ _____ _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date