

The Single Plan for Student Achievement

School: Perris Lake Continuation High School
CDS Code: 33-67207-3330172
District: Perris Union High School District
Principal: Narciso Iglesias
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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.

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

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Table of Contents

School Vision and Mission	4
School Profile	4
Comprehensive Needs Assessment Components	7
Data Analysis	7
Surveys	7
Classroom Observations	8
Analysis of Current Instructional Program	8
Description of Barriers and Related School Goals	10
School and Student Performance Data	11
Academic Performance Index by Student Group	11
English-Language Arts Adequate Yearly Progress (AYP)	13
Mathematics Adequate Yearly Progress (AYP)	14
CELDT (Annual Assessment) Results	15
CELDT (All Assessment) Results	16
Title III Accountability (School Data)	17
Title III Accountability (District Data)	18
Planned Improvements in Student Performance	19
School Goal #1	19
School Goal #2	30
School Goal #3	35
School Goal #4	41
School Goal #5	47
Centralized Services for Planned Improvements in Student Performance	49
Centralized Service Goal #1	49
Centralized Service Goal #2	51
Centralized Service Goal #3	52
Centralized Service Goal #4	53
Centralized Service Goal #5	54
Summary of Expenditures in this Plan	55
Total Expenditures by Object Type and Funding Source	55
Total Expenditures by Funding Source	56
Total Expenditures by Object Type	57
Total Expenditures by Goal	58
School Site Council Membership	59

Recommendations and Assurances.....60

School Vision and Mission

Perris Lake Continuation High School's Vision and Mission Statements

Our vision at Perris Lake High School is to provide all students every opportunity to be a successful global citizen.

The mission of Perris Lake High School is to provide a alternative educational experience while constructively assisting students with credit recovery; to achieve academic and civic success while working toward their college and career goals.

We expect and are confident that our students are able to grow as successful global citizens. We have a clear set of SLOs previously known as our ESLRs:

Perris Lake Falcons will SOAR to be...:

Scholarly:

Display measurable academic success toward graduation.

Be self-directed.

Be eager to engage in study strategies that promote success.

Be critical thinkers.

Organized:

Be able to follow directions and complete assignments on time.

Be clear, complete and concise with all school work.

Come to school prepared to work with notebook, pen or pencil and chromebook.

Accountable:

Take responsibility for their own choices and track their own success.

Be motivated and strive to continuously improve.

Respectful:

Show respect for themselves, other students, faculty and staff.

Be polite, articulate, and well-mannered.

Dress for success and adhere to school and classroom policies.

School Profile

Perris Lake High School is the alternative high school which services students in the Perris Union High School District which have been displaced from their comprehensive school sites due to discipline issues and/or credit deficiency. Perris Lake is located in western Riverside County. Historically, the area was noted for its agriculture and farming interests; however, the economic base is changing to light industry. The growing population is comprised of families moving to the area due to the affordable housing that is available. The City of Perris is located within the District's boundaries as well as the communities of Homeland-Romoland, Lakeview-Nuevo, Menifee Valley, and the retirement community of Sun City. The area offers a wide variety of recreational opportunities including a Para-flight center, boating, and fishing at Lake Perris, the Diamond Valley Lake (Domenigoni Reservoir) which is Southern California's largest water storage reservoir, consisting of three dams, delivery pipeline, pumping plant, recreational facilities, and environmental reserves. In addition the mountains, beaches, and desert resorts are within an hour drive. Several institutions of higher learning are located within easy commuting distance and include Mt. San Jacinto Community College with campuses in San Jacinto and Menifee, the University of California Riverside, California Baptist University Riverside, the University of Redlands, Riverside Community College, Riverside and Moreno Valley Campuses, California State University San Marcos, California State University San Bernardino, San Bernardino Valley College, California Polytechnic University at Pomona, La Sierra University- Loma Linda, Chapman University, FIDM-Fashion Institute of Design and Merchandising, Art Institute, Design Institute of San Diego, Westwood College, SJVC UTI, and Marinello Beauty School..

The origin of Perris Lake High School began on the original Perris High School site that was built in 1910 on San Jacinto Street in

downtown Perris. A continuation program was established and maintained until the program moved to its present location in 1979, which is located in the southwestern section of Perris at West Ellis and "B" Streets. At that time, Perris Lake High School evolved as an independent entity. A new wing was dedicated in May of 1991. The multipurpose room was remodeled in July 1992. In the summer of 2001, five new portable classrooms were delivered to the campus, allowing us to increase enrollment which in turn brought our classroom numbers up to 22. Another three portable classrooms were delivered in the summer of 1997 also two in the summer of 1998 and two in August of 2007. With another increase in enrollment our classroom numbers jumped up. We can have up to 36 students in our classroom by contract. Perris Lake High School represents a diverse ethnic and socioeconomic community which is mirrored in its population. Perris Lake maintains a very close-knit connection with the surrounding area: many staff and students are well-connected to the city and its people with generations of students passing through the doors of Perris Lake thereby creating and maintaining an air of family and hominess to the campus. Students, though not happy to be at Perris Lake initially, will often after only a few weeks choose not to leave if given the opportunity to return to their home school. The administration and staff strive to develop a culture that supports our motto "Soaring to New Heights." The current student population of Perris Lake High School is 314, with 16 classroom teachers, 1 guidance counselor, 2 administrators, and 8 full time and 9 part time classified support staff. Because of our unique size teachers, staff, and students are able to develop the personal relationships necessary to motivate students to excel.

Following the recommendation of the WASC visiting committee Perris Lake High School had returned to the traditional semester system. However we had found that very few if any students were transitioning back to the comprehensive high school. At our last visit we were on a semester/quarter system. We will be transiting over to a trimester system with the start of the 2014-15 school year. We have found that the trimester system would bring many benefits to our students as well as to the comprehensive sites. Students would earn more credits per year (90 plus A+ courses), more students graduating per year; graduating at every term. More students can enroll throughout the year (August, November, March), which would diminish the wait list of students at the comprehensive sites waiting to enroll with us. Students who do fall behind are helped sooner. Also students who enroll late without transfer grades get a fresh start sooner. The students take 6 courses each trimester, each course being worth 5 credits. This schedule allows students to earn a minimum of 30 credits per trimester, 90 per year. More if they utilize their time appropriately in the A+ credit recovery class. This is a computer-based (self-paced) program designed for students to repeat courses previously failed in the classroom. It is not intended for students to take new courses. Students may move as quickly as their learning will allow. Students can, on an average complete a course every 6 weeks if they remain focused and on task. The credits are awarded at the completion of the course, not just at the expected end of the semester. Being an alternative Ed. high school we receive many students with very few to no credits. Our two credit recovery labs run at full capacity all day but there are still students who miss out on this opportunity. Realizing that there are students who come very close to graduating but just miss it, we took steps to provide students with additional opportunities to recover their credits. Starting with the 2011-2012 school year we opened up one of our A+ credit recovery labs after school for one hour Monday through Thursday. This proved to be very helpful to those students. We now keep a lab open after school Monday through Thursday for two hours, and for four hours on Saturdays. The March 2012 WASC visiting committee recommended that we modify the credit recovery program in order to provide students with greater mastery of the content. This is a district wide program and there is a district committee that continuously monitors this program. The courses follow the standards and students are not able to progress in the course without mastering the lesson they are currently on. The essays follow the same level of rigor as do the essays assigned in the content classrooms. The credit recovery teacher follows the approved writing rubric to score the essays. The projects are also scored on an approved rubric. As recommended by the WASC committee, we have modified the credit recovery program by incorporating a Cornell notes component to our A+ program. All students are required to take Cornell notes and submit the notes upon completion of each course.

All classes at Perris Lake High School are taught using Direct Interactive Instruction (DII) and AVID strategies. This gives students not only the benefit of direct instruction but also the added benefit of continuous interaction between teacher and students and students to students. This also allows teachers to access their students and their own delivery of the material instantly on the spot. The staff went through AVID training the summer's of 2012 and 2013 and are planning for the 2014 AVID Summer Institute. Although we do not meet all of the criteria to apply as an AVID school per say, all of the teachers at Perris Lake High School were very excited to incorporate AVID strategies into their curriculum and have seen the benefits of using these strategies. Teachers design their lessons keeping in line with WICOR which stands for: Writing, Inquiry, Collaboration, Organization, and Reading. Students are taught time management, organizational skills and Cornell note taking to name a few and teachers are using Quick writes, Reflections, Learning Logs Socratic Seminars, Investigations, Philosophical Chairs, Group Activities and Projects, Organizational Tools, Binders, Calendars, Graphic Organizers Deep Reading Strategies, Vocabulary Building, and Gallery Walks. Students are required to take the same district CST exams, SBAC and the CAHSEE as all of the comprehensive schools while still working hard toward their graduation requirements. Students may also enroll in Career Technical Education programs located within the community. Many students do not take advantage of the CTE classes, as the district does not furnish transportation to the various class sites. Seniors are able to enroll concurrently in Adult-Ed classes. We also have a post secondary career program called Bridges which assists students in determining what their areas of interest are, they work with the counselor on this and the counselor also helps them connect to the appropriate post-graduate education necessary to reach their goals. The administration

and staff strive to develop a culture that supports our motto “Soaring to New Heights.” SBAC is the new format for having our current 11th grade students complete the new State requirements formally known as STAR testing. Students test on their chrome books in a one hour interval for approximately two weeks.

Perris Lake High School also has a few special programs in place to support students who need additional help in social and academic areas. All Special Education students are mainstreamed into the regular ed. classrooms with the support of a Para-educator. The Para-educator follows them and provides assistance to them in the regular Ed. classrooms. There is also a Special Education teacher who helps in the regular education classroom and can provide one on one services and small groups if needed. The Special Education teacher works closely with the teachers to obtain ongoing and up to date information on the progress of the students. This information is used to provide information and support for the students and parents. Services are also available through the district Psychologist if needed. Students transferring in from one of our high school that have utilized the services of (YAT), Youth Accountability Team will continue to have access to this resource. The district contracts YAT through the Riverside County Office of Probation's. The team provides counseling to at risk students and their families. We also have an on- site drug, alcohol and anger prevention program called CAST, this program is offered through Victor Community Support Services. A unique program we will be starting with the 2014-15 school year is the Re-Start Inclusion Program. This program follows the CDE guidelines and includes counseling, motivation, academic planning, and goal setting. This program will be short-term to help students get more direct instruction and support to hopefully rejoin Perris Lake High School population in as short as 2 weeks. With our school being in Program Improvement year six we are able to provide additional supplemental educational services in tutoring. We are able to offer paid private tutoring through several providers free of charge to all Perris Lake High students who wish to take advantage of this great opportunity.

Current enrollment at Perris lake High School is approximately 314 students. The student body is one that is culturally, economically, and linguistically diverse. In 79% of the households, English is not the primary language. Seventy eight percent (78%) of Perris Lake High School students qualify for the free lunch program.

For a small continuation high school, Perris Lake High School offers a wide range of courses. The State of California and the Board of Education establish graduation requirements. The Perris Union High School District requires all students at Perris Lake obtain 185 credits and pass the California High School Exit Exam to earn a High School Diploma. Students who complete the required course work but do not pass the California High School Exit Exam can still graduate with a Certificate of Completion. Perris Lake High School's graduating class of 2012 was the largest graduating class Perris Lake has ever seen with 221 students graduating and we exceeded these numbers with 241 graduates in 2013.

Racial/Ethnic Designation, October CBEDS

	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	No response	Total Enrollment
1 314		1	2		4	244	32	29	1
2013	.3%		.3%	.6%	.1%	77%	10%	9%	.3%
4 352		5	2		4	257	35	48	0
2012	1.14%		1.42%	0.57%	.1%	73.01%	9.94%	13.64%	0.0%
5 422		1	0		3	336	38	57	0
2011	1.3%		.3%	0.0%	.8%	80%	9%	13.5%	0.0%
2 387		4	2		4	305	30	39	1
2010	.5%		1%	.5%	.1%	78%	7%	12%	.2%

Teacher Credential Status, October CBEDS
 # of Teachers Full Credentialed University Intern
 # % # %
 16 16 100 0 0.0

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).

Parent Survey:

The analysis of the 2013 parent/guardian surveys found that the parents feel very confident that the Perris Lake High School staff is dedicated and encourages all students to do their best, and feels that the school provides a safe and nurturing environment for students to learn. The parents feel that the school has open communication with them and they feel they are well informed about their child's education as well as about school activities.

Student Survey:

The results of the 2013 student surveys comes from an equal amount of seniors and juniors and males and females. The analysis of the student surveys found that the students at Perris Lake High School feel close to the staff and feel that the staff is caring and have their best interest at heart. They feel that they are treated with respect and that the school staff deals effectively with cultural differences and that the discipline policy is consistently applied. They do not feel threatened or bullied. They feel that Perris Lake High School is a safe and nurturing place to go to school and they feel encouraged by the staff to do their best. The students feel that the teachers use a variety of teaching methods including technology as well as various methods of evaluation. The students feel that they are challenged in their classes and that the teachers have high expectations for them. The majority of the students plan to go on to college after graduating. The students gave the staff an overall rating of above average to excellent. The administration also earned an overall rating of above average to excellent and the school as a whole received a rating of average to excellent with an average to below average rating on cleanliness.

Staff/Support Staff:

Over the past four years Perris Lake High School has seen a large turnover in staff. The majority of the current staff have been at Perris Lake for six or more years with a few from twenty to thirty years. Students come to Perris Lake severely behind in credits and are discouraged and often just want to give up and drop out. The staff works hard to show the students that they will not give up on them and that they truly care about them and are there for them. Many teachers give up their non-instructional time to spend with the students providing some extra help or just listening to them when they need someone to talk to. The staff feels that Perris Lake High School provides a very inviting, supportive and encouraging environment that promotes academic success for all students. They feel that it is a safe place for students as well as for staff, but are at a split between agreeing and disagreeing on the maintenance and cleanliness of the school. They feel that the school provides adequate counseling and support for the students with one school counselor and the outside counseling help which is provided by the County of Riverside, Victor Community Support Services. The teachers feel that they are well provided with materials, resources and training. They as the students do not feel that the students are included in decisions of class activities and rules. They agree that the school fosters an appreciation of students

diversity and respect for each other. The staff does not feel that discipline problems are handled fairly and they feel that the students do not have a clear understanding of the consequences of breaking the school rules.

Classroom Observations

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

Perris Lake High School administration conducts regular informal observations as well as scheduled formal observations.

The teachers at Perris Lake High School welcome other teachers to come into their classrooms to observe and collaborate with them.

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)

Results from benchmark exams, formative exams, CELDT, CSTs, and the CAHSEE are used to determine what areas of deficiency most need to be addressed. Differentiation of instruction is highlighted, and all students are expected to make gains every year, not just pass their classes.

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

Data is used to drive instruction and is intertwined throughout the academic program at Perris Lake High School. Teachers are given release time to attend PLC meetings in which they break down and analyze student achievement data.

Staffing and Professional Development

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

All district and site staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of our staff. Assessment data are utilized in the annual updating of the school plan. Principals, Leadership Team members, and School Site Council Committee members review and evaluate assessment results to make determinations about the program improvement. They also analyze assessment data to determine the strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject area committees meet to evaluate how the standards are being met through the curriculum. They have developed rubrics for key assignments, devolved or revised end-of-level tests, aligned lessons to the standards, and developed new lessons.

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

Content experts, instructional coaches, AVID, professional development, BITSAs and feedback from observations are all used to assist and support teachers.

Teaching and Learning

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

All courses and materials used at Perris Lake High School are aligned to the California State Content and Performance Standards as well as the Common Core State Standards. Teachers collaborate in PLCs to assure they are covering content levels aligned with CAHSEE and increasing rigor needed to be able to perform at the level of the new Common Core State Standards.

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

Perris Lake High School is in compliance with the Williams Act. All students have access to text books in their classrooms as well as a set of text books to take home.

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)

Perris Lake High School uses SBE-adopted and standards-aligned instructional materials, including intervention materials in all ELA and Math Mastery courses. These materials are also available and used if needed in the regular classrooms.

Opportunity and Equal Educational Access

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

Perris Lake High School is in compliance with NCLB as services are provided by the regular program to enable underperforming students to meet the standards such as ELA and Math Mastery support classes, credit recovery courses, and SPED support

9. Research-based educational practices to raise student achievement

Research-based educational practices such as DII, Data driven instruction, and AVID strategies like Cornell note taking and WICOR are all used at Perris Lake High School.

Parental Involvement

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

The district continuously offers workshops, trainings and guest speakers for parents to gain the knowledge and tools that will help them to help their students. The school offers Literacy classes for parents which allows for them to become better educated in order to help their students. The district provides paid private tutoring through a number of vendors for our under-achieving students. Breakfast is provided free for all students which helps them to concentrate so they are able to do better in school. The school offers intervention support classes in ELA and Math. We also provide SPED support, CAHSEE and CELDT Boot Camps.

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)

Perris Lake High School has a School Site Council membership of twelve which consist of the Principal, four teachers, a librarian, two parents, one community member and three students. These members are involved in the planning, implementation and evaluation of the School Site Plan.

Funding

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

Some of the services provided by categorical funds are paid private tutoring, instructional materials for teachers, professional development for teachers, Extra duty pay for teacher who stay after school and provide tutoring and credit recovery. Categorical funds are also used to cover field trip fees and transportation cost for subject related core content and college/career related field trips. Funds are also used to renew magazine subscriptions and provide our library with updated reading materials.

13. Fiscal support (EPC)

Description of Barriers and Related School Goals

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 a few areas of concern that inhibit our students from reaching their full potential. Such as:

There is a concern about safety, while walking home in the dark from school. With the late release time from school our student's are walking home well after dark.

The busing perimeter is too far for students to walk safely

There is no late bus for after school programs so many students do not take advantage of the opportunities offered because they are too afraid to walk home in the dark.

Students are expected to take care of younger siblings

Students are exhausted and too tired to do homework by the time they reach home.

Students jump out of school early or skip school altogether because they need to work to help support the family and our late release keeps them from getting a job.

Attendance

Social and emotional barriers at home

10. Limitations of the current program to enable Under-performing students to meet standards:

Teachers identified areas where they needed additional information and training to assist students in meeting standards. They included ways to involve parents in students' learning, additional professional development, including instructional coaching for individual teachers in their classroom, and identify more specific instructional strategies and techniques to improve student academic performance.

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	100	85	68	7	15	7	8	5	8	0	1	1
Growth API	582	625	512		505							
Base API	725	570	629			506						
Target	5	12	9									
Growth	-143	55	-117									
Met Target	No	Yes	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	81	62	50	38	37	29	90	72	56	4	2	1
Growth API	585	643	487	621	634	448	573	621	507			
Base API	712	574	645	699	608	634	692	560	624			
Target		11	8					12	9			
Growth		69	-158					61	-117			
Met Target		Yes	No					Yes	No			

Conclusions based on this data:

1. Our greatest gains were made in Grad Rate goal- For example, as of May 2013, PLHS' graduation rate is on track to be higher, with progressive school-wide rates climbing from 80.19 in 2011, 83.05 in 2012, and a higher expected percentage for 2013, with more than 220 graduates in each of the past two years.
2. For our- Career and College Focus, PLHS has used Senior English classes to implement Senior Portfolios. This has resulted in greater student participating, not only in their own portfolio development, but in participating in Professional/Business Dress day and an increased participation in the number of College and University presentations and visits, as well as participation in our very own College and Career Exploration Fair.
3. As for improving CAHSEE passage rates. The ELA/Math teams had a 50% passage rate as their goal, especially in Math and barely missed it this year, averaging in the high 40% passage rate. However, for the February Math results, 30 students passed the CAHSEE Math and for the English results, 20 students passed CAHSEE English. We have not yet received the results of our tested seniors from the May makeup CAHSEE; and we are still expecting better results. More incredible, PLHS had a 55 point gain in our API from 570 to 625. We will continue to strive to increase our API by implementing ELA/Math Mastery class offerings, increasing after-school tutoring and continuing to implement school-wide AVID strategies - WICOR.

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			--			--			--			--
Number At or Above Proficient												
Percent At or Above Proficient	49.9	49.2	50.1	--	--	--	--	--	--	--	--	--
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									

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			--			--			--			--
Number At or Above Proficient												
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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												

Conclusions based on this data:

1. Implement English Mastery class offerings
2. After school tutoring
3. Implement school-wide AVID strategies - WICOR

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			--			--			--			--
Number At or Above Proficient												
Percent At or Above Proficient	42.7	46.6	48.5	--	--	--	--	--	--	--	--	--
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	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			--			--			--			--
Number At or Above Proficient												
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
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												

Conclusions based on this data:

1. Implement Math Mastery class offerings
2. After school tutoring
3. Implement school-wide AVID strategies - WICOR

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
	#	%	#	%	#	%	#	%	#	%	#
11	9	38	10	42	4	17	1	4			24
12	17	33	22	42	13	25					52
Total	26	34	32	42	17	22	1	1			76

Conclusions based on this data:

1. Due to the absence of data we are unable to draw a conclusion at this time. As data becomes available a conclusion will be drawn.

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
	#	%	#	%	#	%	#	%	#	%	#
11	9	38	10	42	4	17	1	4			24
12	17	33	22	42	13	25					52
Total	26	34	32	42	17	22	1	1			76

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	64	23	76
Percent with Prior Year Data	100.0%	100.0%	77.6%
Number in Cohort	64	23	59
Number Met	42	--	47
Percent Met	65.6%	--	79.7%
NCLB Target	54.6	56.0	57.5
Met Target	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	2	62	0	23	2	74
Number Met	--	33	--	--	--	53
Percent Met	--	53.2%	--	--	--	71.6%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	Yes	*	*	*	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			

Conclusions based on this data:

1.

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

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: Academic Proficiency
LEA GOAL:
All students will attain proficiency in all academic content areas. 1.1 To increase the percentage of all students who are proficient /advanced in ELA by 3% and in Math 3% annually. 1.2 To close the achievement gap (in the district's lowest performing groups) by increasing the percentage of Hispanic, African-Americans, Special Education, English learner, and Socioeconomically Disadvantaged students who are proficient/advanced in English Language Arts by 3% and in Math by 3% annually. 1.3 To increase the percentage of students prepared for college and career by using AVID methodologies and strategies in all classrooms.
SCHOOL GOAL #1:
All Perris Lake High School students will be taught using AVID methodologies and strategies and Perris Lake will increase the percent of students scoring proficient on the ELA and Math CAHSEE by 3%; Perris Lake will increase the percent of English Learners increasing a band on the CELDT by 3%.
Data Used to Form this Goal:
School Accountability Report Card California High School Exit Exam CELDT results (CST ELA & Math/Core Courses/Sub groups, District Benchmark Assessments, Ed Performance, DRP, Blueprint, curriculum)
Findings from the Analysis of this Data:
AYP analysis (has not been met since 2006) API has been inconsistent with 2012-624, 2011 - 570, 2010 - 725, 2009 - 603, and 2008 - 534 To ensure higher CST/SBAC scores Safe Harbor Students will be offered "honors" classes.

How the School will Evaluate the Progress of this Goal:

Re-evaluate CAHSEE/CELDT levels every 6 weeks

Data analysis

PLC best practices and data disaggregation

Benchmark analysis to inform instruction'

Utilize EADMS data management system

Grade analysis

CST assessments/API

Ed performance and IEP goal attainments

DRP

Blueprint Assessments

Curriculum: Infuse new Common Core curriculum with Common Core Standards, and determine current levels and interventions. Sevelop SBAC style assessments to determine ongoing progress.

Weekly, monthly and annual progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor all students to ensure that they achieve academic success and move up one band of proficiency.	April 29, 2014	Counselor		None Specified		
Restructure program to Trimesters	August 2014- June 2015	Admin. Counseling	Very few students take advantage of the opportunity to return to the comprehensive high school and our students would be better served in a trimester setting. The school as a whole would benefit if teachers had more time to collaborate	None Specified		
Restructure schedule to include daily PLC time/ weekly department meetings	August 2014 -June 2015	Admin. Counseling				
Re-Start Inclusion Program	August 2014-June 2015	Admin. Counseling				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify appropriate assessments to administer to measure student progress, including tests, essays, portfolios, projects, etc.	Ongoing	PLC Dept. Committee Individual Teachers all Departments ELA/ELL/Math Teachers	Cost of a Para Educator	2000-2999: Classified Personnel Salaries None Specified	District Funded	
Hire an additional Para Educator to help in the A+ labs and Re-Start Program.	August 2014- June 2015	District Admin.		4000-4999: Books And Supplies	None Specified	
Add additional support class focused on Intro to writing and Critical reading	August 2014 -June 2015	District Admin Site Admin Counseling				
Purchase Software Revolution K-12 Program	August 2014 - June 2015	Admin Counseling Librarian				
Administer curriculum embedded assessments every 6-8 weeks.	Ongoing	Individual Teachers all Departments ELA/ELL/Math Teachers				
Administer performance task assessments.	Ongoing every six weeks	Individual ELA/ELL/Math Teachers				
Use student achievement data and expected student learning results to monitor the school action plan.	Ongoing	Site Admin. All Dept. PLC Committi School Site Council Committee				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use assessments and student work samples to identify and monitor student academic achievement concerns and modify instruction to improve student academic achievement.	Ongoing Daily / Weekly	All Dept. Teachers ELA/ELL/Math Teachers				
Assign appropriate teachers to intervention, strategic core and advanced classes, including EL and Special Education.	August 2014 - June 2015	District Admin. Site Admin. Counseling				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers continue to learn best practices using AVID infused strategies	Ongoing	District Admin. Site Admin. All Teachers PARA's	PLC Institutes	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,200
On going cross curricular effective professional development for all teachers in AVID strategies, Common Core State Standards and Technology.	Ongoing		CCSS			
Attend 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.	Ongoing		Conferences/Workshops Department Specific Conferences Subs for release			
Attend 2014 AVID summer institute,where teachers will learn AVID methodologies and strategies and how to successfully implement them into their curriculum.	Summer 2014 July		Staff Development will provide growth opportunities for teachers which will benefit our students. Teachers will learn best practices and will be given new information in order to better serve our at risk students. District office offerings, Sub cost	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,200
Attend district wide post summer AVID workshops with other teachers in the district.	Monthly throughout the school year.		Mini-workshops implementing strategies learned at the summer institute. These will be offered throughout the district sponsored at the various school sites.	1000-1999: Certificated Personnel Salaries	District Funded	
Provide ongoing instructional assistance and support for teachers.	Ongoing		District Admin. Site Admin.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Identify areas of concern by cluster, standard, and objective and look for gaps in student understanding based on content, context and level of cognition; analyze student academic progress towards mastery of the standards; plan and modify instruction to address student needs based on the results of state and curriculum-embedded assessment data.</p> <p>Provide teacher collaboration time by grade level and department.</p> <p>Teachers will collaborate on shared students and successful strategies.</p> <p>Teachers will collaborate on cross curricular Common Core lesson building.</p>	Ongoing	Site Admin Individual Dept. Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize content specific assessment blueprints that reflect an alignment of written curriculum standards and instructional program	August 2014-June 2015	Department Teachers	Computers for testing	None Specified	None Specified	
				4000-4999: Books And Supplies	District Funded	
				None Specified		
			2 computers for SPED	4000-4999: Books And Supplies	District Funded	
Have a fully equipped testing lab portable or fixed because there are many students who do not bring their chrome books to school or do not have one checked out to them.	August 2014- June 2015	District Technology				
Add two computers with A+ to the SPED classroom						
Administer alternative assessments to measure student progress (test, daily class work, etc.)	August 2014 - June 2015	AllTeachers				
Use student achievement data and core or district placement data to identify every student as benchmark, strategic or intensive.	Ongoing	Counseling All Teachers				
Di-segregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups.						
Document that all students have a comprehensive set of instructional materials.	Ongoing	Site Admin All Teachers Library				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer CAHSEE and CELDT Boot Camps during the school day as well as after school or Saturdays to provide intensive specific instruction.	Each Semester Ongoing beginning October 2014	Admin in charge of CAHSEE/CELDT, ELA/ELL Teachers Math Teachers	Boot Camps provide intensive help in preparing for CAHSEE and CELDT 2 teachers 3xyr. CAHSEE 1 teacher 1xyr. CELDT Full day sub coverage@\$150	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,050
			Release time to prep for Bootcamp or extra duty pay to prep for Bootcamp 2 teachers 3x a year for CAHSEE 1hr.each 3xyr. @\$40hr. 1 teacher 1x a year for CELDT 2hr. @\$40hr.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	320
Purchase new study guides/ test book sets for CAHSEE	July 2014		Materials and supplies Highlighters, writing paper, pencils, mini whiteboards, board markers.	4000-4999: Books And Supplies	None Specified	1,000
CELDT Training	September 2014	Admin in charge of CELDT , teachers	Release time for teachers to attend training. Sub cost for 4 teachers	1000-1999: Certificated Personnel Salaries	District Funded	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Additional opportunities for students to work in the A+ credit recovery labs. Two hours a day, four days a week.</p> <p>Additional opportunities on Saturday for students to work in the A+ credit recovery lab.</p>	Ongoing August 2014 - May 2015	A+ trained teachers	<p>Computer based labs for students to recover classes they have failed. After School A+ 8hrs. a week x 37 weeks x 1 teacher @ \$40 hr.</p> <p>4hrs. a week x 37 weeks 1 teacher @ \$40hr. Saturday A+</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p> <p>Title I Part A: Allocation</p>	<p>11,840</p> <p>5,940</p>
Ensure that there are Library resource materials to help support library, technology, and teachers in meeting the CCSS.	Ongoing August 2014 - May 2015	Site Admin. Librarian SSC	books,e-books and subscriptions	4000-4999: Books And Supplies	None Specified	3,000
Ensure that the school site plan reflects the action plan and that the action plan reflects what is needed according to the data	Ongoing August 2014 - May 2015	Title I Lead	Release time to attend Title one meetings. 1 hour monthly	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>Title I Part A: Allocation</p> <p>None Specified</p>	<p>400</p>
<p>Ensure that teachers in all content areas are supplied with the supplemental materials needed to increase the effectiveness of the program for all students in the class.</p> <p>Reward students for attending Bootcamps and passing the CAHSEE and/or moving up a strand with a bbq or picnic,and an ice cream social.</p>	<p>Ongoing students</p> <p>mid. year/end of year</p>	<p>Site Admin. Dept. Teachers Title I lead</p> <p>Site Admin. Teachers Counseling</p>	<p>As we continue to prepare our students to be successful in their classes as well as when they graduate, materials may be purchased to keep our students prepared.</p> <p>Ice cream and toppings for 150 Picnic or BBQ food and drinks for 150</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>None Specified</p>	<p>2,000</p> <p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement AVID strategies in all classes, Cornell notes, interactive notebooks, WICOR, writing across the curriculum</p> <p>Develop close critical reading strategies across the curriculum using AVID strategies.</p> <p>Continue CAHSEE class but implement CST/CAHSEE and AVID strategies that move students toward Common Core State Standards.</p> <p>Identify areas of concern by cluster, standard, and objective and look for gaps in student understanding based on content, context and level of cognition; analyze student academic progress towards mastery of the standards; plan and modify instruction to address student needs based on the results of state, benchmark and curriculum-embedded assessment data.</p>	Ongoing August 2014- June 2015	Site Admin. All Teachers	Materials for implementation. Cost included above.	None Specified	None Specified	

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: Graduation, College and Career Readiness
LEA GOAL:
All students will graduate from high school prepared for post-secondary and career options. 2.1 To increase the percentage of students meeting graduation requirements 2.2 To complete the percentage of students completing A-G requirements for college entrance. 2.3 To increase the percentage of students that have completed their senior portfolio. 2.4 To increase the percentage of students that pass the CAHSEE by 2% annually and those meeting proficiency levels by 3%.
SCHOOL GOAL #2:
By the end of the 2014-2015 school year, Perris Lake High School will increase the graduation rate by 3% as measured by district and site graduation data using 2013-2014 completion rates as baseline.
Data Used to Form this Goal:
Graduation rate, Completion rate (grads & non-exit exam passing), 2 year college enrollment, AYP, Yearly credit status
Findings from the Analysis of this Data:
Although PLHS met its AYP goal for graduation rate in 2011 (83.16% graduates and 12.5% drop outs), it continues to be an area of need examining past data from 2007-2003 indicates graduation rate should continue to be a focus.
How the School will Evaluate the Progress of this Goal:
Graduation rate, Completion rate (grads & non-exit exam passing), 2 year college enrollment, AYP, and Yearly credit status. Counselor will monitor student enrollment and completion each trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Application process for enrollment	July 2014 - May 2015	Counselor		None Specified	None Specified	
Move to a trimester calendar to provide additional opportunities for students to get back on track for graduation	Fall 2014	District Admin. Site Admin.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notify counseling as soon as a student withdrawals	August 2014 - June 2015	Site Admin. Site Registrar				
Visit homes of low attending students	August 2014 - May 2015	Site Admin.				
Promote weekly graduates	August 2014 -June 2015	Site Admin. Counseling Teachers				
Provide more CAHSEE prep and boot camps and encourage students to attend.	Sept. 2014- May 2015	Site Admin. Counseling	<p>Bootcamps provide intensive help in preparing for the CAHSEE</p> <p>Release time or extra duty pay to prepare and conduct Bootcamps; CELDT prep. 2hrs. 1 x a year Math 1hr. 3 x a year ELA 1hr. 3 x a year x 2 teachers Actual camp sub coverage: 3 subs 1 day each 3 x a year for CAHSEE 2 subs 1 day a year for CELDT</p> <p>Cost in Goal # 1</p>	1000-1999: Certificated Personnel Salaries	None Specified	
			<p>Materials and supplies for Bootcamps</p> <p>Cost in Goal # 1</p>	4000-4999: Books And Supplies	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
More Adult Ed collaboration	August 2014- May 2015	Site Admin. Counseling				
All students will complete an individual graduation plan with the school counselor. The counselor will schedule meetings each trimester to assess progress.	August 2014 - May 2015	Counselor		None Specified	None Specified	
Parents are notified of graduation requirements and notices are sent to parents concerning progress towards graduation. Conferences are scheduled when needed.	Fall/Spring	Counselor Site Admin. Teachers				
After school programs: CAHSEE and Credit Recovery	August 2014 - May 2015	Site Admin. Teachers Counselor	Teacher extra duty Cost in Goal # 1			
Encourage students to graduate and expose them to the opportunities of post secondary options. Expose ELL students to the opportunities of post secondary options. Invite their parents to join the field trip.	September 2014 - May 2015	Counselor Teachers Chapperones	The following field trips will be provided for students to attend : Tour of MSJC, RCC, San Joaquin, UCR, CSUSB and the Inland Empire County wide college fair. Students will also be encouraged to attend the Perris Lake High School college fair and the District college fair. Include ELL students on college field trips. Invite parents to join one or two of the college field trips.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a master schedule that appropriately places all students in strategic support intervention classrooms in Math and ELA	August 2014- June 2015	Site Admin Counselor				
Monitor student achievement progress at regular intervals and adjust student placement into the most appropriate Math classes	August 2014- 2015	Site Admin Counselor				
Identify clear expectations for standards mastery for all students.	August 2014- June 2015	Site Admin. Teachers				
Maintain a Student Study Team	August 2014- June 2015	Site Admin Counselor Teachers				
Create individualized learning plans for special needs students	August 2014- 2015	Site Admin Counselor SPED Teacher				
All students will complete a post secondary inventory and build a college and careers portfolio.	August 2014- June 2015	Counselor Senior teachers	Purchase a site license for Bridges, a post secondary career program.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	800
			Purchase notebooks or portfolio covers and high grade paper for portfolio's	4000-4999: Books And Supplies	None Specified	1000
Provide after school tutoring	August 2014- May 2015	Admin/Counselor coordinate	Staffing (1 teacher per day for 2 days a week for 1hr.) 30 weeks	1000-1999: Certificated Personnel Salaries	None Specified	2400
Provide after school and Saturday A+ credit recovery	August 2014- May 2015	Admin/Counselor coordinate	Staffing (1 teacher per day, 4 days a week for 2 hours. 1 teacher on Saturday's 4 hours. Cost in Goal #1	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guest speakers to represent colleges and careers.	August 2014- May 2015	Counselor	Light refreshments (water,coffee granola bar)	4000-4999: Books And Supplies	None Specified	100
			Speaking fee	5000-5999: Services And Other Operating Expenditures	None Specified	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: Safety and Culture
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students. 3.1 To increase the number of students participating in after school clubs, sports, and academic organizations. 3.2 To reduce the episodes of bullying, drug use, violence and trancies. 3.3 To maintain and build positive and safe working environments for staff and students. 3.4 To reduce the total number of suspendable incidents and days suspensions by 3% annually.
SCHOOL GOAL #3:
By the end of the 2014-2015 school year, Perris Lake High School will increase its school climate report card by 10 points.
Data Used to Form this Goal:
Student, Parent and Staff surveys; data from the California Healthy Kids survey
Findings from the Analysis of this Data:
Student behaviors and suspensions are the highest in the middle of each semester.
How the School will Evaluate the Progress of this Goal:
Perris Lake High School will continue to monitor results from the California School Climate Survey. There will be ongoing review of attendance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>New school year positive kick-off assembly</p> <p>Purchase an ID Maker machine and lanyards so that all students have an ID at all times..</p>	August 2014	Site admin Counseling Discipline Committee	<p>Extra duty pay for prep. and collaboration to plan the assembly. 1 teacher 2 hours</p> <p>Students need to carry a school ID for identification when testing and signing in to after hours programs.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>None Specified</p>	80
Build the school's and parents' capacity for strong parental involvement.	August 2014- June 2015	Site Admin Counseling Teachers Title I Lead	<p>Increase involvement in coffee with the Admin. (breakfast with the admin.) Involve parents in career/college fairs.</p> <p>Hold a campus clean up day with BBQ, Hold a rummage sale.</p> <p>Cost in Goal#4.0</p>	<p>5900: Communications</p> <p>4000-4999: Books And Supplies</p>	<p>None Specified</p> <p>None Specified</p>	
Incentive program for positive behavior	August 2014 - June 2015	Site Admin. Counseling Teachers Staff	<p>Fun activity, Field day, Movie, Dance, One per trimester. Provide a sub for 1 teacher and 1 classified , 150 food, 250 sub</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>450</p> <p>450</p> <p>300</p>
Promote perfect attendance: Motivate students to attend school through the use incentives.	August 2014 - May 2015	Site Admin. Counseling Teachers Staff	<p>Fun activity, Field day, Movie, Dance, One per trimester. Combine with positive behavior activity above.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reinstate after school athletic portion of PLHS enrichment program. Basket Ball. Volley Ball, Soccer Conditioning program	September 2014- may 2015	Site Admin. Counselor Teacher Classified	Extra duty pay for 1 teacher and 1 classified per sport, 1 sport per trimester, 6 weeks, 1hr. per day, 2 days a week Teacher 480 per sport Classified 240 per sport	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	None Specified None Specified	1440 720
Bring back noon time sports	September 2014 - May 2015	Site Admin. Counseling	Position a security in the area of the sport	None Specified None Specified None Specified		
Provide timely information about programs, meetings and activities to parents.	August 2014 - May 2015	Site Admin. Counselor	Provide parents with a calender of events and a brochure at orientation, back to school night and open house. Go over the calender and brochure with parents in English/Spanish. Purchase a marquee for the school to project information out to the parents and community. Automated phone call English/ Spanish for every event and meeting.	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide guidance in understanding standards, assessments, how to monitor a student's progress and how to work with educators to improve student achievement.	August 2014 - May 2015	Counselor	Provide parent literacy classes with time devoted to navigating the computer and understanding the parent portal and the school site page. Cost in Goal #4	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	
Continue with group Counseling (CAST)	August 2014- May 2015	Site Admin Counselor	We have many students that benefit from this program			
Restructure Bell Schedule so that the students feel they are valued and realize that attending PLHS is an opportunity for success and not a punishment.	August 2014 - June 2015	District Admin. Site Admin.				
Provide more opportunities for students to be involved in clubs, sports, school news and other activities.	August 2014 - June 2015	Site Admin. Teachers	When students are involved in school clubs and activities behavior incidences decrease. Extra duty pay	None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Re-Start inclusion Program with specific curriculum to develop skills for success. Include intervention counseling.	August 2014 - June 2015	Site Admin Counselor Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve office communication in emergencies by supplying all classroom teachers with a two way radio (walkie-talkie)	August 2014 - May 2015	Site Admin Counselor	This will allow teachers to be able to reach security when they are unable to get through by phone. Also when the power, phones, internate and wi-fi are out there will be a means for communication.	5900: Communications	None Specified	
Highlight positive student behavior and accomplishments	August 2014 - June 2015	Site Admin Counseling Teachers ASB	Highlight on marquee, daily bulletin, school news and school web page. Purchase marquee. Cost mentioned above	None Specified	None Specified	
Through FNL Invite guest speakers Anti Bullying Gang involvement Drug use	August 2014 - June 2015 One per trimester	Site Admin Counselor Teachers	Provide refreshments	4000-4999: Books And Supplies	None Specified	100
Educate students on anti bullying Post anti bullying policy in all classrooms, make parents aware of policy at orientation.	August 2014 - June 2015	Site Admin Counselor Teachers	Have posters made at the district office Student Services			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue and build school wide discipline committee using some of the collaboration time built into new schedule. Build on PBS	August 2014 - June 2015	School Admin	Restructuring of the schedule would allow for a committee to meet, develop and implement program.	None Specified	None Specified	
				None Specified	None Specified	
Create a larger MPR/GYM/Meeting facility for assemblies and meetings back to school night, open house	Start 2014-15 school year to complete by 2015-16 school year	District Admin	Building funds	None Specified	None Specified	
				None Specified	None Specified	
				None Specified		
				None Specified		
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

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: Communication, Technology and Parental / Community Involvement
LEA GOAL:
Improve communication and participation throughout the District and school community 4.1 To increase the use of technology to facilitate communication among all employees and stakeholders within the district. 4.2 To build parent capacity and participation in their child's education 4.3 To increase participation with business and community to support school programs 4.4 to increase parent usage of district student information system by 10% annually
SCHOOL GOAL #4:
Perris Lake High School will increase the percentage of parent involvement and the percentage of parents accessing the Haiku parent portal page and the Infinite Campus parent portal page. (Perris Lake High School will improve student attendance by 3% in the 2013-14 School year. We will educate the parents regarding the importance of attendance and the direct connection between good attendance and academic success. We will also encourage parents to attend school events. When parents are more involved, they tend to push their students to attend in order to achieve the goal of graduating.
Data Used to Form this Goal:
Haiku statistics showing parent usage; Infinite Campus reports showing parent usage Attendance data Parent participation Parent sign-in sheets at school events
Findings from the Analysis of this Data:
The percentage of parent involvement in school events is about 15% An analysis of the data demonstrated that when parents are more connected to the school students are more successful.

How the School will Evaluate the Progress of this Goal:

Perris Lake High School will run monthly reports to monitor parent usage.

- Attendance data
- Parent participation
- Parent sign-in sheets at school events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evenings: Parent Literacy and Computer Literacy	September 2014 - May 2015	Administration Counselor Teacher	Offer parent literacy through Parent University .Adult Literacy 4 days a week/2hrs. each, 30 weeks	1000-1999: Certificated Personnel Salaries	District Funded	9,600
			Materials and supplies (paper, pens, pencils, highlighters)	4000-4999: Books And Supplies	District Funded	500
Promote perfect attendance We will continue to encourage students to attend school daily by continuing to offer incentives for positive attendance. We will form a committee to plan incentives for the 2014-15 school year.	August 2014-June 2015	Attendance incentive team Admin Counseling Teachers Classified	Daycare provider: 4 days a week/2hrs.each, 30 weeks	2000-2999: Classified Personnel Salaries	District Funded	4,800
			Purchase approved items for attendance incentive. After school dance or movie Put information on information boards in various areas around the school.	None Specified	None Specified	
			Cost in Goal # 1	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for a teacher 2 class periods 6x a year for monthly attendance incentives.	2013-2014 school year	Administration	Cost of a period sub to release a teacher to hold a program for students of the month.	1000-1999: Certificated Personnel Salaries	None Specified	480
				None Specified	None Specified	
Build the school's and parents' capacity for strong parental involvement	2014-2015 school year	Administration Counseling Title I Lead Teachers	The staff will work as a whole to brainstorm ideas to build parental involvement			
Provide parent-student activities at least one per semester/trimester	2014-2015 school year		Food and supplies for a picnic/bbq	4000-4999: Books And Supplies	None Specified	
			Ice cream and supplies for an ice cream social	4000-4999: Books And Supplies	None Specified	
			Refreshments for a sports activity	4000-4999: Books And Supplies	None Specified	
Build community partnerships	2014-2015 school year	Site Admin Counseling Staff	Participate in community programs: health fairs, college and career fairs. Invite vendors and businesses to campus for fairs and presentations. Connect with area businesses for community service opportunities.			
Analyze and address barriers to greater participation in school activities.	Ongoing 2014-2015	Administration Counseling Staff	Staff working as a whole to come up with solutions. Put out a survey to parents to determine parent interest.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement parents in the activities of the school	2014-2015 school year	Administration Counseling Staff Title I Lead	Involvement parents in career/college fairs, Increase involvement in coffee with the Admin. and School site Counsel. Include a copy of the school news paper with information on how access future copies in the parent bags at back to school and open house. Try to hold a campus clean up day and a rummage sale Refreshments	4000-4999: Books And Supplies	Title I Part A: Allocation	350
					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Hold annual meetings Provide opportunities other than Open House and Back to school night to meet with parents and community members</p> <p>Provide mini-technology boot camps for parents at back to school night and open house.</p>	Throughout the 2013-2014 school year	Administration Counseling District TOSA Title I Lead	<p>School Site Counsel meetings Coffee with the admin. meetings District meetings Orientation Back to School Night Open House Refreshments</p> <p>Start back to school night and open house a little earlier and have technology sessions in the two labs and a chrome book session in one or two classrooms, have parents attend these sessions prior to the school event</p>	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1223
Provide timely information about programs offered	August 2014- may 2015	Administration Counseling	Provide Parents with a Calendar of events and brochure at orientation and at back to school night.			
Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement	September 2013- May 2014	Parent literacy and technology teacher	Provide parent literacy classes with time devoted to navigating the computer and understanding the parent portal and the school site page Cost listed above.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase school to home communication				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Awards night for the recognition of success in academics, behavior, attendance and sports	May 2015	Admin Counseling Teachers	Refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150

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
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
		e		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

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	0
			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	5,500

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.	July 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	36,306

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

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:
<ol style="list-style-type: none"> 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 truanancies 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

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

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
1000-1999: Certificated Personnel Salaries	District Funded	22,040.00
1000-1999: Certificated Personnel Salaries	None Specified	4,850.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,910.00
2000-2999: Classified Personnel Salaries	District Funded	4,800.00
2000-2999: Classified Personnel Salaries	None Specified	1,020.00
4000-4999: Books And Supplies	District Funded	500.00
4000-4999: Books And Supplies	None Specified	6,650.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,350.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,373.00
5000-5999: Services And Other Operating	None Specified	2,000.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	8,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	27,340.00
None Specified	14,520.00
Title I Part A: Allocation	19,760.00
Title I Part A: Parent Involvement	1,373.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,800.00
2000-2999: Classified Personnel Salaries	5,820.00
4000-4999: Books And Supplies	10,873.00
5000-5999: Services And Other Operating Expenditures	10,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,550.00
Goal 2	8,800.00
Goal 3	3,540.00
Goal 4	17,103.00

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
Narciso Iglesias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Darleen Nash	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fransicus Combs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dyanna Young	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathleen Reid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erica Hulstrom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becky Turnage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kevin Alvarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Steven Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Natalie Laguna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clarissa Samudio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 | _____
Signature |
| <input type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> 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 28, 2014.

Attested:

Narciso Iglesias		
Typed Name of School Principal	Signature of School Principal	Date

Darleen Nash		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date