

# The Single Plan for Student Achievement

**School:** The Academy Community Day School  
**CDS Code:** 33-67207-3330776  
**District:** Perris Union High School District  
**Principal:** Narciso Iglesias  
**Revision Date:** 5/16/14

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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## School Vision and Mission

### The Academy Community Day School's Vision and Mission Statements

The school has developed and posted ESLRs based on student achievement and community profile data. The testing data including CST, APY and API scores for ACDS show a need to improve communication and critical thinking skills. The data indicates that both Math and English are areas where improvement is needed. The school states that it is in a position to influence healthy lifestyles of the students through counseling options for issues regarding drug and alcohol abuse. ACDS demonstrated that there is an effective process in place to refine the vision and mission statements and ESLRs with representation from the school community. This means that site administration, leadership team and a group of teachers met to refine ESLRs. Department and WASC PLCs address the ESLRs and their effectiveness. All stakeholders were exposed to and demonstrate a basic understanding of the school's vision and ESLRs, though this understanding can be (and is being) enhanced. The student WASC committee held a meeting to learn more about the ESLRs.

## School Profile

The Academy Community Day School (ACDS) opened in September 1996 to serve students from the Perris Union High School District who had discipline issues at their comprehensive school sites. All students enroll at ACDS through a strict District protocol, most all related to expulsion issues and all are at risk. Although enrollment has declined over the years, the ethnic composition has stayed constant; with the Hispanic population being the largest (73%), African American (15%) and White (10%). Current English Language Learner numbers have grown substantially and currently make up approximately 25% - 40% of the student body. The ethnic diversity represented by ACDS students is reflective of the surrounding community.

ACDS has a very transient student population. The number of students testing is a small pool, which leads to inconsistent data. The students that transition back to their comprehensive high school have proven to be prepared for the rigor expected. For many years, ACDS has worked with students with the most extreme behaviors and consequently the worst grades. ACDS has encountered changes in a variety of areas over the last several years. Recent economic crisis have offered many new challenges and the school is adjusting to the budget shortfalls without compromising goals for academic excellence.

Today, the school serves approximately 100 students with 8 certificated instructors, 15 classified and confidential staff members, and one full-time principal. One full-time School Resource Officer (SRO) is assigned to the school. The Youth Accountability Team (YAT), consisting of two full-time probation officers, one part-time deputy sheriff, one part-time assistant district attorney, and counselors, also serve the site.

Currently ACDS employs a full time counselor who serves as both the academic counselor and at-risk counselor. The school counselor is an active participant in parent conferences, student success team meetings and IEPs. The counselor oversees the monitoring and compliance of students with a 504 plan in place. Our school counselor provides small group and individual school counseling as well as crisis intervention, in an effort to address student's social and emotional needs.

Students with disabilities receive general education offerings with the support of a full-time para-educator and a part-time special education teacher who provides support both within the general education classroom setting as well as one on one and small group consult. The special education teacher provides ongoing information and support for students and parents. Each student enrolled at ACDS has the opportunity to receive supports and services from the school psychologist housed at their school of residence.

## 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).

Parents are invited to Back to School nights, Open House, and parent teacher meetings. The WASC review team interviews both parents and students, and parents are encouraged to leave input with administrators. Interest response surveys are sent home.

### Classroom Observations

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

Regular classroom observations are conducted by administrators, teachers on special assignment, and academic coaches.

### 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)

District level benchmarks and teacher-made assessment data to focus teacher led Professional Learning Communities that will adjust instructional rigor to meet the needs of students on an ongoing basis. Starting with the 2013-2014 school year, Smarter Balanced Assessment Consortium is providing sample common core materials to be used by teachers to plan cross curricular projects.

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

Using the district provided database (EADMS) teachers will discuss student progression or regression and utilize the PLC to plan for interventions on an ongoing basis.

### Staffing and Professional Development

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

District provided networking sessions for AVID best practices and site level PLC's drive the differentiation of content standards to reach lower performing students. Starting with the 2013-2014 school year The Academy will be using a broader range of AVID best practices for writing, note-taking, and study skills. At least two classrooms will be piloting 1:1 student computers and smart boards.

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

The district employs three instructional coaches that are available to teachers throughout the year. These coaches are utilized to enhance performance in the classroom. Starting with the 2013-2014 school year The Academy will have access to a technology coach to assist students using 1:1 electronic interface, teachers using wireless interface, and smart board technology. In addition more AVID networking, off site shadowing, and RCOE provided workshops will be offered to Academy teachers.

## Teaching and Learning

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

The Academy uses district adopted curriculum, pacing guides, benchmarks, and teacher made materials to navigate standards.

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

District adopted textbooks, teacher made materials, and the use of technology provide opportunities for all students at The Academy. Additional resources are available to SPED and ELA students within the classroom and through the site Resource teacher, and additional instructional aids.

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)

By utilizing existing district adopted text, visual media, and pacing guides, teachers will use AVID strategies and project based learning. This delivery method will help teachers promote CCSS campus-wide.

## Opportunity and Equal Educational Access

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

The Academy has a site based Resource teacher, as well as a full time para-educator available to address the needs of students individually and within the classroom. The IEP process is strictly adhered to in order to maintain equal access to education. There is an ELA liaison to identify English learners and assist students in acclimation. Students with emotional and educational disabilities or 504 plans are regularly seen by independent contractors and district/county level specialists.

9. Research-based educational practices to raise student achievement

## Parental Involvement

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

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)

The Academy uses a school site council to survey parents' trends and needs.

## Funding

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

Currently, The Academy uses a web-based math intervention program called "Study Island". Teachers are in the beginning stages of implementing AVID best practices. Starting in the 2013-2014 school year The Academy will be implementing AVID best practices, strategies, project based learning, and cross collaborative projects to prepare students for common core testing.

13. Fiscal support (EPC)

Currently, The Academy funds violence prevention, anger management counseling, and academic intervention at a site level. Starting with 2013-2014 school year some of these programs will be provided, facilitated, and funded at a district level.

## Description of Barriers and Related School Goals

Recognizing students' low social and academic skills, the ACDS staff seeks to provide a quality education that is characterized by high academic and behavior expectations for all students. Students are provided access to a rich and varied curriculum that is closely tied to district and state standards. The master schedule is revised each semester in response to student enrollment patterns and academic course requirements. Academically at-risk students are provided supplemental support courses – math support. A Para-educator works side-by-side with the students in classrooms and in small groups.

ACDS staff nurtures learning in a variety of ways. Academy teachers incorporate a variety of teaching strategies and materials to engage the at-risk and reluctant learner. AVID strategies are used throughout the school as common teaching strategies. Students receive assistance in developing their organizational skills by providing them with a folder for each period.

School-wide Critical Areas for Follow-Up barriers:

1. School-wide implementation of Direct Interactive Instruction and AVID strategies, continued staff development opportunities for collaboration and data analysis to drive instruction.
2. Explore opportunities and programs for continued support for the increasing ELL population and increase opportunities for parents and families to be involved in the total school program.
3. Library Resources.
4. Career awareness/post secondary

ACDS has implemented a sequential discipline policy to ensure consistency in maintaining positive educational environment. It includes policies regarding tardiness, food and gum, dress code, electronic devices, profanity, defiance and fighting. The staff, including teachers, campus supervisors and administrators, enforces this policy. In fact, the sequential nature of the consequences makes the policies realistic and achievable. The combined efforts have served to create a healthy, safe and enjoyable learning environment.

Reaching these goals involves addressing these concerns:

1. Increase opportunities for parents and families to be involved in the total school program including parent English fluency.
2. Continued advancement of strategies for involving LEP students.
3. Increasing the involvement of all stakeholder groups in school-wide communications and decision making.
4. Continued staff development opportunities for collaboration and data analysis to drive instruction.

## 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
<b>Number Included</b>	42	16		3	2		2	0		0	0	
<b>Growth API</b>	433	454										
<b>Base API</b>	409	414										
<b>Target</b>	20	19										
<b>Growth</b>	24	40										
<b>Met Target</b>	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
<b>Number Included</b>	36	12		20	3		35	15		7	2	
<b>Growth API</b>	441	481		406			446	454				
<b>Base API</b>	383	432		387	394		386	428				
<b>Target</b>												
<b>Growth</b>												
<b>Met Target</b>												

#### Conclusions based on this data:

1. Overall API scores increased.
2. All sub group API scores increased, and follow similar patterns.
3. API scores were accurate based on our expectations.



## 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	81	79	83	43	100	0	89	100	100	--	--	
Number At or Above Proficient	1	--		--	--		--	--		--	--	
Percent At or Above Proficient	5.9	--	--	--	--	--	--	--	--	--	--	--
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	Yes	--	--	--	--	--	--	--	--	--

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	86	74	90	79	74	87	82	80	83	58	75	100
Number At or Above Proficient	1	--		--	--		1	--		--	--	
Percent At or Above Proficient	7.7	--	--	--	--	--	6.7	--	--	--	--	--
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	--	--	--	--	--	--	--	--	--	--	--	--

#### Conclusions based on this data:

1. Overall AYP criteria was not met.
2. Less than 10% in each sub group were proficient.
3. Results for each sub group follow similar patterns.

## 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	91	85	80	100	100	0	88	100	100	--	--	
Number At or Above Proficient	1	--		--	--		--	--		--	--	
Percent At or Above Proficient	5.3	--	--	--	--	--	--	--	--	--	--	--
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	No	No	Yes	--	--	--	--	--	--	--	--	--

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	89	81	86	86	85	82	91	83	80	86	75	80
Number At or Above Proficient	1	--		--	--		1	--		--	--	
Percent At or Above Proficient	7.1	--	--	--	--	--	6.2	--	--	--	--	--
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. Overall AYP criteria was not met.
2. Less than 10% in each sub group were proficient, but follow similar patterns.
3. Participation rates were 100% for all groups in 2012, as opposed to lower rates in each group in 2011.

## 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			***** *	***	***** *	***			***** **	***	*****
10			***** *	***	***** *	***					*****
11			2	50			1	25	1	25	4
12					***** *	***	***** *	***			*****
<b>Total</b>			7	41	6	35	2	12	2	12	17

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			***** *	***	***** *	***			***** **	***	*****
10			***** *	***	***** *	***					*****
11			2	50			1	25	1	25	4
12					***** *	***	***** *	***			*****
<b>Total</b>			7	41	6	35	2	12	2	12	17

#### 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	22	21	17
Percent with Prior Year Data	100.0%	81.0%	88.2%
Number in Cohort	22	17	15
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

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	0	22	0	21	0	17
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

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

#### Conclusions based on this data:

1. The district met or exceeded the AMAO 1 target for annual growth.
2. In regard to obtaining AMAO 2,, students with less than five years of EL instruction increased by 3%, and students with more than five years of EL instruction increased by almost 15% from the 2010-2011 school year to the 2011-2012 school year.
3. The district did not meet the overall AMAO 3 target, and there was a decrease in English-Language Arts from 2010-2011 to 2011-2012.

## 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:

<b>SUBJECT: Student proficiency/Common Core</b>
<b>LEA GOAL:</b>
<p>Goal 1: All students will attain proficiency in all academic content areas.</p> <p>1.1 To increase the percentage of all students who are proficient/advanced in ELA by 3% and in Math 3% annually.</p> <p>1.2 To close the achievement gap (in the district's lowest performing groups) by increasing the percentage of Hispanic, African-American, Special Education, English learner, and Socioeconomically Disadvantaged students who are proficient/advanced in English Language Arts by 5% and in Math by 5% annually.</p> <p>1.3 To prepare student for college and career by increasing the percentage of students enrolled in AVID by 4% annually.</p>
<b>SCHOOL GOAL #1:</b>
To Increase the percentage of all students, including 7th and 8th grade, who are proficient in ELA and Math by 3% annually.
<b>Data Used to Form this Goal:</b>
School Accountability Report Card indicated that more than 74% of high school students were below basic or lower in ELA, and 90% were below basic or lower in Math, and that more than 27% of 7th and 8th grade students were below basic or lower in ELA, and 33% were below basic or lower in Math.
<b>Findings from the Analysis of this Data:</b>
Current instructional practices needed revision and more cross collaborated intervention.
<b>How the School will Evaluate the Progress of this Goal:</b>
Infuse new Common Core curriculum with Common Core standards, and determine current levels and interventions. Develop SBAC style assessments to determine ongoing progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching staff will attend AVID summer institute, a professional training where teachers, administrators, and other school staff can learn AVID methodologies and strategies to successfully implement AVID in their schools.	August 2014	Admin	3 Day staff development workshop provided by AVID. Six teachers, support staff, and administrators will attend. \$1100/person.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will attend district level AVID follow up workshops throughout the 2014-2015 school year, and complete subsequent online trainings offered through the AVID website.	Ongoing	Admin	Multiple post summer institute networking sessions with other teachers district-wide. Online trainings available consistently through AVID at no cost.	None Specified	District Funded	0
Participation in cross curricular collaborative lesson units, addressing Common Core, and classroom visits where teaching strategies and assessments are directed at Common Core style learning and testing.	Ongoing	Admin	Opportunities throughout the year to visit sites where core content teachers are using AVID strategies to implement Common Core.	7000-7439: Other Outgo	Other	500
Teachers and other staff will analyze data to better understand and how to close the achievement gap for sub-groups.	Ongoing	Admin	Multiple opportunities for release time throughout the year for certificated staff to analyze data in order to infuse new EL curriculum with Common Core standards and to develop SBAC type assessments.	7000-7439: Other Outgo	Title I	500
Implement an AVID strategies elective, and other A-G required classes to help students at alternative education sites continue working through AVID, and keep them A-G eligible.	Ongoing	Admin	Class offerings for A-G required classes, and an AVID strategies option in master schedule.			0



## 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:

<b>SUBJECT: Post secondary/career options</b>
<b>LEA GOAL:</b>
Goal 2: All student 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 Increase the percentage of students completing A-G requirements for college entrance. 2.3 Increase the percentage of students that pass the CAHSEE by 4% annually and meet proficiency by 2% in both ELA and Math.
<b>SCHOOL GOAL #2:</b>
All students will return to their comprehensive schools prepared for post secondary or career options.
<b>Data Used to Form this Goal:</b>
Student surveys.
<b>Findings from the Analysis of this Data:</b>
Students desire more information regarding the military, vocational, and career options.
<b>How the School will Evaluate the Progress of this Goal:</b>
Post field trip inquiries, post guest speaker surveys, and post secondary school review surveys, completion rate of students passing A-G required classes, passage of the CAHSEE.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Survey students for career awareness and interest, as well as educational and financial needs.	Ongoing	School counselor			District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host guest speakers			Various guest speakers throughout the school year: drug awareness, Riverside county DA, Friday Night Live, Homeboy Industries, military: Hometown Heros, colleges, cosmetology students.		District Funded	0
					District Funded	0
					District Funded	0
Plan and execute various field trips to colleges, technical schools, and businesses throughout the school year.	Ongoing	Counselor	Transportation costs.		District Funded	0
Offer alternative methods for classroom instruction: blended, online, extended day, tutoring.	Ongoing	Staff/Teachers	Offer alternative instructional opportunities throughout the day	7000-7439: Other Outgo	Title I	1500

## 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:

<b>SUBJECT: Positive Environment</b>
<b>LEA GOAL:</b>
Goal 3: 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 truancies on all campuses. 3.3 To maintain and build positive and safe working environments for staff and students on all campuses. 3.4 To reduce the total number of suspendable incidents and days of suspension by 3% annually.
<b>SCHOOL GOAL #3:</b>
All sites will provide a safe and positive environment for staff and students.
<b>Data Used to Form this Goal:</b>
Behavior data.
<b>Findings from the Analysis of this Data:</b>
Student behaviors and suspensions are the highest in the middle of each semester.
<b>How the School will Evaluate the Progress of this Goal:</b>
Behavior analysis, PBIS, attendance review, club participation, student and staff surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer positive incentives for students who are meeting goals, such as "Caught Being Good" rewards, attendance incentives, student of the month, free dress.	Ongoing	Certificated staff	Encourage students to stay on track to return to their comprehensive schools through constant monitoring and review of their contracts. Reward students with attendance incentives, free dress, and student of the month recognition on site.	0001-0999: Unrestricted: Locally Defined	Other	500
Create opportunities for clubs, including after school options: Mock Trial, Friday Night Live, yearbook club.	Ongoing	Staff	Provide students with a DVD yearbook and opportunities to become involved on campus. Provide bus after school	5800: Professional/Consulting Services And Operating Expenditures	Title I	500
Maintain consistency with PBIS.	Ongoing	Staff	Regulate class leveling in order to balance the student teacher ratio each period, thereby diminishing instances of behavior. Offer and maintain OCI for interventions aimed at reducing suspensions. Offer regular Saturday school opportunities in order to keep in line with consistent discipline and PBIS strategies.	1000-1999: Certificated Personnel Salaries	Title I	500
Provide teachers other social/emotional learning training	2014-15	Admin	Provide teachers additional training in social/emotional learning and teaching strategies to supplement/complement PBIS	5000-5999: Services And Other Operating Expenditures	Title I	1500



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Parent Involvement</b>
<b>LEA GOAL:</b>
<p>Goal 4: To improve communication and participation throughout the district and school community.</p> <p>4.1 To increase the use of technology to facilitate communication among all employees and stakeholders within the district.</p> <p>4.2 To build parent capacity and participation in their child's education.</p> <p>4.3 To increase participation with business and community to support school programs.</p> <p>4.4 To increase parent usage of district student information systems by 10% annually.</p> <p>4.5 District and site level departments will use technology learning management systems to post and communicate information for staff and parents.</p>
<b>SCHOOL GOAL #4:</b>
Increase parent attendance and involvement with teachers and support staff in parent/teacher conferences, I.E.P.s, and back to school/open house nights.
<b>Data Used to Form this Goal:</b>
Behavior data, infinite campus, registration information, CELDT tests. Increased dependence on district translators for I.E.P.'s, parent/teacher conferences, and school activities. There is an average of 10% parent attendance.
<b>Findings from the Analysis of this Data:</b>
Limited parental involvement in parent/teacher conferences, back to school night, and WASC parent/community interviews due to the majority of ACDS stakeholders limitations in their conversational and literary use of English.
<b>How the School will Evaluate the Progress of this Goal:</b>
Noticeable increase in parent involvement from 10%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase parent involvement with parenting partner groups.	Ongoing	Admin	Collaborative networking with other parents, facilitated by school staff or administrator.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent literacy (English fluency) program.	Ongoing	Admin	Offer parent literacy through Parent University, and other educational workshops.			
Provide parent computer literacy.	Ongoing	Admin	Offer computer literacy programs, develop easy to use apps for parents, workshops, incentives for parents who use IC and Haiku. Extend student orientation to include a parent training on IC.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Explore alternative communication systems with parents.	Ongoing	Admin	Conduct a parent survey to determine interest and technology levels for parents. Find text alternatives for parent contact, with established procedures. Make sure programs are user friendly, and offer access for parents to view student work online. Maintain website and Haiku information. Host a staff/parent breakfast or dinner on a bi-monthly basis just to get to know parents and make connections outside of discipline. Place an information board in front of the school where parents can see what is up and coming as they drop off/pick up their students. Provide a monthly newsletter in hard copy and online.	5000-5999: Services And Other Operating Expenditures	Other	500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build community partnerships.	Ongoing	Admin School counselor	Participate in community programs: health fairs, college and career fairs. Invite vendors and businesses to campus, job shadow, offer ROP opportunities. connect with area businesses for community service opportunities. Search for mentoring partnerships for students.			

## 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:

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

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

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic content areas.</b>
<b>SCHOOL GOAL #1:</b>
<ol style="list-style-type: none"> <li>1. To increase the percentage of all students who are proficient/advanced proficient in English Language Arts by 3% and Math by 3% annually.</li> <li>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.</li> <li>3. To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually.</li> <li>4. To increase the percentage of 8th grade students enrolled in Algebra/Integrated I who are proficient/advanced proficient by 3% annually.</li> </ol>

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	1,000
			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	3,300

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	4,495

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in providing a safe and positive environment.</b>
<b>SCHOOL GOAL #3:</b>
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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in improving communication and participation of all stakeholders.</b>
<b>SCHOOL GOAL #4:</b>
<ol style="list-style-type: none"> <li>1. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually.</li> <li>2. Increase parent capacity and participation in their child's education by 10% annually.</li> <li>3. Increase business and community participation by 10% annually.</li> </ol>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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
	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	Other	500.00
1000-1999: Certificated Personnel Salaries	Title I	500.00
5000-5999: Services And Other Operating	Other	500.00
5000-5999: Services And Other Operating	Title I	1,500.00
5800: Professional/Consulting Services And	Title I	500.00
7000-7439: Other Outgo	Other	500.00
7000-7439: Other Outgo	Title I	2,000.00
None Specified	District Funded	0.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Funding Source</b>	<b>Total Expenditures</b>
District Funded	0.00
Other	1,500.00
Title I	4,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	500.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating	500.00
7000-7439: Other Outgo	2,500.00
None Specified	0.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	1,000.00
<b>Goal 2</b>	1,500.00
<b>Goal 3</b>	3,000.00
<b>Goal 4</b>	500.00

## 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	[X]	[ ]	[ ]	[ ]	[ ]
Brett Bourbeau	[X]	[ ]	[ ]	[ ]	[ ]
Jeff Duke	[ ]	[X]	[ ]	[ ]	[ ]
Cheryl Ellis	[ ]	[X]	[ ]	[ ]	[ ]
Kim Frieberg	[ ]	[X]	[ ]	[ ]	[ ]
Lauren Laundis	[ ]	[X]	[ ]	[ ]	[ ]
Marybeth Colvin	[ ]	[ ]	[X]	[ ]	[ ]
Steve Contreras	[ ]	[ ]	[X]	[ ]	[ ]
Claudia Hunter	[ ]	[ ]	[X]	[ ]	[ ]
Bernadette Lopez	[ ]	[ ]	[X]	[ ]	[ ]
Denita Nichols	[ ]	[ ]	[X]	[ ]	[ ]
Stephanie Stafford	[ ]	[ ]	[X]	[ ]	[ ]
Becky Tyler	[ ]	[ ]	[X]	[ ]	[ ]
Jaime Maldonado	[ ]	[ ]	[ ]	[ ]	[X]
Demetrio Serrano	[ ]	[ ]	[ ]	[X]	[ ]
Orlando Santiago	[ ]	[ ]	[ ]	[ ]	[X]
Nadia Valdez	[ ]	[ ]	[ ]	[X]	[ ]
Isaiah Eddington	[ ]	[ ]	[ ]	[ ]	[X]
Eltini Eddigton	[ ]	[ ]	[ ]	[X]	[ ]
Latoya Eddington	[ ]	[ ]	[ ]	[X]	[ ]
<b>Numbers of members of each category:</b>					

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 2, 2014.

Attested:

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

Kim Frieberg		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date