

# The Single Plan for Student Achievement

**School:** Perris Lake Continuation High School  
**CDS Code:** 33-67207-3330172  
**District:** Perris Union High School District  
**Principal:** Dean Hauser  
**Revision Date:** June 2 , 2015

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:

**Contact Person:** Dean Hauser  
**Position:** Principal  
**Phone Number:** (951) 657-7357  
**Address:** 418 West Ellis  
Perris, CA 92570  
**E-mail Address:** dean.hauser@puhsd.org

**The District Governing Board approved this revision of the SPSA on June 17 ,2015.**

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## 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 an 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.

Effectively use technology to research, formulate opinions, and communicate ideas.

#### 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.

Be collaborative and productive through the use of technology.

#### Accountable:

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

Be motivated and strive to continuously improve.

Use technology tools to track grades, attendance, and graduation requirements,

#### 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.

Be good Digital Citizens and demonstrate appropriate, responsible and ethical behavior using technology tools.

## School Profile

### DISTRICT PROFILE

The Perris Union High School District is located in western Riverside County in the City of Perris, California. The District's boundaries span eastern Perris, Menifee, Lakeview, Nuevo, and parts of Murrieta, Hemet, San Jacinto, and Lake Elsinore.

In 1889, Perris boasted a brick schoolhouse, a church, two hotels, a general supply store, grocery store, hardware store, drug store, physician, two blacksmiths, two livery stables, meat market, and a saloon. Today, mountain resorts and recreation, Southern California beaches, and many desert resort destinations are within an hour drive. Several institutions of higher learning are located within easy commuting distance and include Mt. San Jacinto College with Menifee, San Jacinto, and Temecula campuses (MSJC), University of California, Riverside (UCR), Riverside City College (RCC), Moreno Valley College (MVC), and California State University at San Bernardino (CSUSB).

With the population just over 68,386 (United States Census Bureau 2010), Perris is spread out over 31.5 square miles of land, The Single Plan for Student Achievement

encompassing both incorporated and unincorporated areas. Perris Union High School District serves about 10,000 students in grades five through twelve in this vast area. The district consists of one middle school, one charter school, three comprehensive high schools, two alternative education schools, and one adult school.

The community served by Perris Union High School District is ethnically, linguistically, and economically diverse. From a population of 68,386 in 2010, The city of Perris citizens include:

Hispanic/  
Latino  
56.2%  
Other  
(two or more races)  
32.6%  
White/Caucasian  
22.8.%  
African American  
15.9%  
Native American  
2.5%  
Filipino  
1.5%

Of the Perris population - residents 5 years old and older, the 2010 census shows as a first language:

Spanish  
57.4%  
English  
36.84%  
Asian languages  
3.82%  
Indo-European languages  
1.41%  
Other languages  
0.53%

Our school district has grown immensely in the past two decades. Our district enrollment in the 2014-2015 school years is about 9,300 students. We have three traditional high schools (Perris High, Paloma Valley High, and Heritage High), two alternative schools (Perris Lake High School) and our community day school (The Academy), one middle school (Pinacate Middle), a charter school (The California Military Institute), and an adult education program (Perris Community Adult School).

#### SCHOOL PROFILE

Perris Lake High School (commonly referred to as The Lake) began on the original Perris High School campus that was built in 1910 on San Jacinto Street in downtown Perris. A continuation program was established and flourished. In 1979 the successful program was moved to the southwestern section of Perris on the corner of Ellis and "B" Street. Perris Lake High School has continued to grow over the years. A new wing was dedicated in May of 1991, our multi-purpose room was remodeled in July of 1992, and in the summer of 2001, five new portable classrooms were added to the campus bringing our current number of classrooms to sixteen. Perris Lake High School continues to be a successful and valuable Alternative Education Center servicing students in grades 11 & 12. Perris Lake High School offers core academic classes, elective classes, and A+ credit recovery. Our students are given the opportunity to be involved with intramural sports including Volleyball, Basketball, Soccer, and Softball. Students can join our Associated Student Body, Senior Class Club, FNL and others as well as participate in community service.

The certificated and classified staff members of Perris Lake High School are focused on learning and dedicated to the pursuit of excellence. Our commitment is to challenge and stimulate students to develop character, skills, and goals that will help them become knowledgeable and contributing members of society. Starting with the 2014-2015 school years, Perris Lake High School implemented a twelve-week trimester schedule, which enables students who have fallen behind on course credits to recover credits to a greater degree. Students are also given the option of returning to their home high school to graduate with their regular

graduating class. It is common for many of the students that have that specific option to remain and graduate from Perris Lake High School. Our commencement ceremonies are formal and well-attended. School is in session from 9:15 AM to 3:45 PM, Monday, Tuesday, and Wednesday. Students attend classes Thursday and Friday in a special 3 period block schedule and are released at 1:45PM. Our staff remains on campus until 3:45 PM Thursday and Fridays, which allows our staff scheduled time for Professional Learning Community meetings, collaboration time, and other school related business. Mornings are reserved for parent communication and meeting with students that are in need of help. Staff members also meet with students and parents in our “Bump in the Road” parent conferences. Staff members also provide positive outreach to parents via phone calls, emails and/or “Falcon cards.” Thursday and Friday afternoons are reserved for the following: Professional Learning Communities; all-staff meetings; technology trainings; Positive Behavioral Intervention and Strategies committee meetings; Graduation committee meetings; Leadership Team meetings and general school/staff morale building activities. PLC time allows all staff members to meet regarding student learning, teaching strategies, and progress toward student graduation.

Teacher Credential Status, October CBEDS

# of Teachers Full Credentialed University Intern

# % # %

16            16        100    0        0.0

Relevant Data Concerning Students at Perris Lake High School

Enrollment Data

Student enrollment at Perris Lake High School fluctuates with the needs of our school district. Enrollment for the 2014-2015 school year at Perris Lake High School is approximately 330 active students at any one time. Throughout the course of the year, PLHS will often educate up to 600 students. Some students return to their comprehensive high schools, some graduate early, and some earn additional credits and then transition to other schools. The student body is one that is culturally, economically, and linguistically diverse. The ethnicity figures for Perris Lake High School are:

Hispanic            74.5%

White/Caucasian    11.2%

African-American    .09%

Other Ethnicities    14.21%

In approximately 30% of the households of PLHS students, English is not the primary language. Eighty seven percent (87%) of Perris Lake Students qualify for the free or reduced lunch program. According to the latest Perris Lake High School parent survey, 18.4% did not finish high school, 57.9% have finished high school, 7.9% completed an Associate Degree, 5.3% hold a Bachelor's Degree, and 10.5% reported having a Graduate or Professional Degree.

Absence Profile

Attendance is a priority at Perris Lake High School. Student attendance is carefully monitored by our student information program, Infinite Campus, to identify student trends. In the event of tardies or absences, a computerized telephone service receives attendance information from the Infinite Campus system and makes automated phone calls to supervisors inform parents/guardians of any irregularities in their child's attendance, whether the absence is for one period or the entire school day. During the 2012-2013 school year, the attendance rate was 81.1% and during the 2013-2014 school year attendance rate was 82.75%.

Safety Data

Perris Lake High School uses an assertive discipline program. Serious classroom disruptions or Ed Code violations are handled by the administration. The security force at Perris Lake High School is made up of one 8 hour campus supervisor, one 6 hour supervisor, and

two part time supervisors, who patrol the grounds, visit classrooms, and assist the administrative team with infractions. Both the student and parent surveys indicate a positive feeling about the safety and cleanliness of the campus. Statistics on suspensions and expulsions follow:

Suspensions and Expulsions

School wide	2011-2012	2012-2013	2013-2014
Suspensions Rate	5.26%	39.52%	28.2%
Expulsions Rate	.48%	1.20%	1.52%

District wide

Suspensions Rate	19%	18%	13.06%
Expulsions Rate	0.10%	0.70%	0.53%

Staff

There are 33 permanent staff members at PLHS including: 2 Administrators, 16 Classroom teachers, 1 Counselor, 1 Special Education case manager ( shared with the Academy), and 13 Classified staff members. The morale of PLHS staff has been on a steady increase. Two new administrators at the start of the 2014-2015 school year brought a breath of freshness with a renewed commitment from the district level to help meet all of the needs of Perris Lake students. The staff report that they feel safe and supported at PLHS. Several of our staff members have worked at the Lake for over 30 years and about half of our staff are long-time employees of both the district and Perris Lake. Staff at PLHS feel like a team. They are eager to identify the needs of the students, brainstorm positive interventions, and have a willingness to do whatever it takes to help our students be successful.

## **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).

#### **Overview of Student Survey:**

Over 180 students were surveyed. Prominent in the responses is a sense that students at Perris Lake High School feel positive about the school and the education that they are receiving. Counseling services and career preparation responses were positive. More than 60 percent of the students had been counseled in the area of career paths. 53% felt that the education offered at Perris Lake High School was preparing them for the future. Over 53 percent of the students felt that the instructional program utilized a variety of strategies and assignments to improve student learning. Students indicated that they do 2 hours or less of homework per night.

Only 41.5% of the students surveyed indicated that they were familiar with the Schoolwide Learner Outcomes.

The senior survey indicated that a majority are certain of their occupational goals. Most graduates indicate a preference in the areas of: business professional, science area, and communications for their career. 43% Had a strong desire to enter a 2-year community college/trade school, 26% Had intentions of attending a four year college program, 14% military plans, 5% planned to enter the workforce, and 12% were undecided.

#### **Overview of Parents Survey Data**

Less than 10% of the parents responded to the survey. These results mirrored those of the student survey in several important areas, notably the feeling that Perris Lake High School is a safe, caring place to send their children. Also prominent was a positive response (88.6%) to the open communications that exist between Perris Lake High School and the home. Almost 92% of the parents indicated that they feel Perris Lake High School wants their children to be successful and the goals of the school are directed towards student learning.

#### **Overview of Staff Survey Data**

97% of the responding staff indicated that they were supported by the on-site administration. Many staff members expressed a desire for more training in the implementation of technology in their classroom. 82.5% of the teachers indicated that they either did not have a sufficient number of computers in their classrooms or did not/could not utilize them to the fullest extent. The staff feels that our curriculum is preparing the graduates for the outside world (95%0).

### **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 administration also makes their presence known on campus by visiting classrooms daily not as to observe, but more as a show of support.

The teachers at Perris Lake High School welcome the administration and co-workers 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, BITSA 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 preform 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 provide 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. With the frequent turn over of students throughout the year we often find ourselves short on membership and having to make changes in membership mid-year.

#### 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 to and from school. With the late release time from school our student's are walking home well after dark in the winter months.

The busing perimeter is to far for students to walk safely

There is no late bus for after school programs so many students do no take advantage of the opportunities offered because they are too afraid to walk home in the dark.

Students are expected to take care 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, or they are working late and come to school tired.

Students come to school hungry, for some the only meal they get is at school and it really is not sufficient enough to fill them.

Attendance

Parents simply do not make an effort to be involved.

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.

Plans for the 2015-2016 school year include include: question and answer open forms for parents, guest speakers for parents and special invites to college field trips.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	158	136	86.1	117	2440.2	0	5	15	65
All Grades	158	136	86.1	117		0	5	15	65

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	1	34	64	1	19	78	1	27	69	3	38	56
All Grades	1	34	64	1	19	78	1	27	69	3	38	56

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	158	121	76.6	114	2410.3	0	0	5	89
All Grades	158	121	76.6	114		0	0	5	89

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	0	5	95	0	24	76	2	37	61
All Grades	0	5	95	0	24	76	2	37	61

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>11</b>	1	.02	10	29	13	38	7	20	1	.02	34
<b>12</b>	9	23	20	51	6	15	3	.07			39
<b>Total</b>	10	13	30	41	19	26	10	13	1	.01	73

#### 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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>11</b>	1	.02	10	29	13	38	7	20	1	0.2	34
<b>12</b>	9	23	20	51	6	15	3	.07			39
<b>Total</b>	10	13	30	41	19	26	10	13	1	.01	73

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	23	76	66
Percent with Prior Year Data	100.0%	77.6%	100.0%
Number in Cohort	23	59	66
Number Met	--	47	46
Percent Met	--	79.7%	69.7%
NCLB Target	56.0	57.5	59.0
Met Target	*	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	23	2	74	1	66
Number Met	--	--	--	53	--	40
Percent Met	--	--	--	71.6%	--	60.6%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<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. Title III Accountability reports are available at the district level only. A conclusion can not be drawn at this time due to lack of data.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1,424	1,650	1473
Percent with Prior Year Data	91.1	88.2	94.6
Number in Cohort	1,297	1,456	1393
Number Met	860	913	853
Percent Met	66.3	62.7	61.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	171	1,295	158	1,516	127	1433
Number Met	35	748	39	856	22	764
Percent Met	20.5	57.8	24.7	56.5	17.3	53.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	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.



## 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: Academic Proficiency</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
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%.
<b>Data Used to Form this Goal:</b>
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)
<b>Findings from the Analysis of this Data:</b>
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 di-segregation

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 embedded assessments

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

Weekly, monthly and annual progress

The counselor will monitor all students for academic success.

Weekly PLC meetings

Teacher Collaboration

Identify areas of concern by cluster, standard, and objective.

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 CCSS Conferences/Workshops Department Specific Conferences	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,000.00
On going cross curricular effective professional development for all teachers in AVID strategies, Common Core State Standards and Technology.	Ongoing		Professional 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. Outside Conferences District office offerings,			
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					
Work towards getting the entire staff trained in PBIS						
			The cost of subs to cover teachers while attending professional development.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000.00
			Classified and Para's should also be offered the opportunity to attend professional development. The cost of subs for classified staff.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer CELDT Boot Camp during the school day to provide intensive specific instruction.	September 2015	Admin in charge of CELDT, ELA/ELL Teachers	<p>Boot Camps provide intensive help in preparing for CELDT 1 teacher 1x yr. CELDT 1 day sub coverage@\$150</p> <p>Release time to prep for Bootcamp</p> <p>1 teacher 1x a year for CELDT</p> <p>Cost reflected above</p>	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	150.00
			<p>Materials and supplies Highlighters, writing paper, pencils, mini whiteboards, board markers.</p>	4000-4999: Books And Supplies	Title I Part A: Allocation	100.00
Research for purposes of purchasing digital copies of books to support English, ELL's, and reading level advancement. - Pilot program	Ongoing	Teachers	Teachers collect and produce a purchase order for electronic copies of books	4000-4999: Books And Supplies	Title I Part A: Allocation	3000.00
Ensure that there are Library resource materials to help support library, technology, and teachers in meeting the CCSS.	Ongoing August 2015 - May 2016	Site Admin. Librarian SSC	books,e-books and subscriptions	4000-4999: Books And Supplies	Title I Part A: Allocation	5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure that the school site plan reflects the action plan and that the action plan reflects what is needed according to the data</p> <p>Purchase a laptop computer to be used for Title I related meetings.</p>	<p>Ongoing August 2015- May 2016</p> <p>August 2015</p>	<p>Title I Lead</p> <p>Title I Lead</p>	<p>Release time to attend Title one meetings. 1 hour monthly</p> <p>Obtain a quote from technology for a laptop computer.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>700.00</p> <p>1500.00</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>August 2015 - June 2016</p> <p>Ongoing</p>	<p>Site Admin. Dept. Teachers</p> <p>Title I lead</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>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p>	<p>7,000.00</p>
<p>Display banners throughout the school with SOAR and motivational messages.</p>	<p>Ongoing</p>	<p>Site Admin. Teachers Counseling</p>	<p>Design and purchase banners with our SOAR and positive, motivational messages. Also purchase banner stands as needed.</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p>	<p>4000.00</p>
<p>Plan a special project to coincide with our 3 day beginning of year kick off.</p>	<p>August 2015</p>	<p>Site admin. Counselor Teachers</p>	<p>Purchase blank CD cases and art materials, paper/markers</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p>	<p>1000.00</p>

## 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: Graduation, College and Career Readiness</b>
<b>LEA GOAL:</b>
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%.
<b>SCHOOL GOAL #2:</b>
By the end of the 2015-2016 school year, Perris Lake High School will increase the graduation rate by 3% as measured by district and site graduation data using 2014-2015 completion rates as baseline.
<b>Data Used to Form this Goal:</b>
Graduation rate, Completion rate (grads & non-exit exam passing), 2 year college enrollment, AYP, Yearly credit status
<b>Findings from the Analysis of this Data:</b>
Although PLHS met its AYP goal for graduation rate in 2014 (83.88% graduates and 12.4% drop outs), it continues to be an area of need examining past data from 2007-2013 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. A Counselor will monitor student enrollment and completion each trimester.

Application process for enrollment

Counseling notified as soon as a student withdrawals

Visit homes of low attending students

Continue with Adult Ed. collaboration

The students will complete an individual graduation plan and meet with the counselor each trimester.

Parents are notified of graduation requirements and notices are sent to parents concerning progress towards graduation. Conferences are scheduled when needed.

Appropriately place students in strategic support intervention classrooms in Math and ELA.

Monitor student achievement progress at regular intervals and adjust student placement into the most appropriate Math classes.

Identify clear expectations for standards mastery for all students. Maintain Student Study Team.

Monitor individualized learning plans for special needs students, and make changes as needed.

All students will complete a post secondary inventory and build a college and careers portfolio.

Expose students to post secondary options through guest speakers and field trips.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage students to graduate and expose them to the opportunities of post secondary options.	August 2015 -May 2016	Admin. Counselor Teachers	The following field trips will be provided for students to attend: Tour of MSJC, RCC, San Joaquin, UCR, CSUSB, CBU and the Inland Empire County wide college fair.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,000.00
Invite parents to join a college field trip.	Ongoing as field trip plans are arranged		Utilize a Parent Liaison for translations and to drive a district van with parents to the field trip. Provide a box lunch for parents.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150.00
Increase Perris Lake College and Career Fair to be held twice a year.	September January/February 2015		Students and parents will also be encouraged to attend the Perris Lake High School college fair and the District college fair. Create a question sheet for parents and students, and hold a meeting afterwards with parents to find out if their needs were met, and what further action is needed. Provide a meal for the parents and any representatives that stay.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250.00
			Purchase materials to create advertisement for this activity and other activities throughout the year.	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
Students will build a college and careers portfolio.	Ongoing	Counselor Senior teachers	Purchase notebooks or portfolio covers and high grade paper for documents	4000-4999: Books And Supplies	Title I Part A: Allocation	1500.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Perris Lake will host a FAFSA night for students and parents.	March/April 2016	Admin. Counselor Teachers Staff	Provide a light BBQ or meal for students and parents in attendance.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	300.00
			Counselor plus three teachers to help for 3-4 hrs. @ 45.65 per hr.	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	730.00
			SIS Tech for 3-4 hrs.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	100.00
			Parent Liaison to help set up and translate for 3-4 hrs.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	100.00

## 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: Safety and Culture</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #3:</b>
By the end of the 2014-2015 school year, Perris Lake High School will increase its school climate report card by 10 points.
<b>Data Used to Form this Goal:</b>
Student, Parent and Staff surveys; data from the California Healthy Kids survey
<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>
Perris Lake High School will continue to monitor results from the California School Climate Survey. There will be ongoing review of attendance data. We will monitor positive student behavior through Data collected on our new HERO ID tracker. Continue to build on PBIS all tiers Fully implement a Student Study Team Continue with group Counseling Provide more opportunities for students to be involved in clubs, sports, school news, and other activities. Highlight positive student behavior and accomplishments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
New school year 3 day positive kick-off assembly with specific curriculum and related classroom activities for developing skills for success and goal setting.	August 2015	Site admin Counseling Teachers	Speaker Dee Hawkins will present a 3 day program to show students the way through or over any hardship while relaying it to the importance of education.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,000.00
			Give students T-shirts with a positive, inspiring never give up type message on it. As other students come in through-out the year they too will be given a T-shirt upon completing a session similar to the one that was presented.	4000-4999: Books And Supplies	Title I Part A: Allocation	6,000.00
	August 2015- May 2016	Site admin. Counselor Staff	This will be a 2 day work shop for parents with two meals provided per day. A mini workshop will also be offered trimesters 2 and 3 with two meal each event. Total of 7 meals.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,050.00
			Provide quest speaker with the same message we are putting out to our students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4000.00
Provide quest speakers for parents, presenting information related to what was presented to students.						

involvement		Teachers Title I Lead	(breakfast with the admin.) SSC and Involve parents in career/college fairs. Cost reflected in Goal #4
Provide timely information about programs, meetings and activities to parents.	August 2015 -June 2016	Site Admin. Counselor Teachers Title I Lead ELAC Lead	Hold a two day lunch/dinner Q & A how to be involved in your students lives present and future. One per trimester.  Possibly have a quest speaker at each event.  Cost reflected in Goal #4
Provide guidance in understanding standards, assessments, how to monitor a student's progress and how to work with educators to improve students achievement	August 2015- June 2016	Counselor Teachers Site-Tech	Provide parents with a calendar of events and a brochure at orientation, back to school night, coffee with admin. and open house, paper and invitations for parent events. Go over the calendar with parents in English/Spanish. Cost reflected in Goal #4.  Automated phone call English/Spanish for every event and meeting.  Hold site workshops devoted to navigating
All monies are allocated in Goal #4			the computer, the

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incentive program for positive behavior and attendance Invite parents of award recipients.	August 2015 - June 2016	Site Admin. Counseling Teachers Staff	Continue with our monthly SOAR Awards. Invite parents to attend awards. Give out approved incentive awards.	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
Promote perfect attendance and positive behavior: Motivate students to attend school through the use incentives including speakers that can relate to our students and provide them with a positive message for their future. Provide career related speakers  Increase the use of guest speakers	August 2015 - May 2016  August 2015- May 2016	Site Admin. Counseling Teachers Staff  Site Admin. Counselor Teachers Staff	Assemblies and activities with speakers.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000.00
Continue with noon time Intramural sports, including Basketball, Volleyball, Football, Soccer and ping pong tournaments  Look into storage for the equipment	September 2015- May 2016	Site Admin. Counselor Teacher Classified	Update athletic equipment as needed.  Purchase some type of storage to keep equipment in.	4000-4999: Books And Supplies  4000-4999: Books And Supplies	Title I Part A: Allocation  Title I Part A: Allocation	3500.00  1965.00

## 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: Communication, Technology and Parental / Community Involvement</b>
<b>LEA GOAL:</b>
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
<b>SCHOOL GOAL #4:</b>
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.
<b>Data Used to Form this Goal:</b>
Haiku statistics showing parent usage; Infinite Campus reports showing parent usage  Attendance data Parent participation Parent sign-in sheets at school events
<b>Findings from the Analysis of this Data:</b>
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

Analyze and address barriers to greater participation in school activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Invite parents to come out to our Soar awards. Promote perfect attendance and positive behavior through incentive program. We will continue to encourage students to attend school daily and exhibit positive behavior by continuing to offer incentives for positive attendance and behavior. We will continue with our committee to plan incentives for the 2015-16 school year. Parents will be invited to the Soar awards.</p>	August 2015-June 2016	Attendance incentive team Admin Counseling Teachers Classified	<p>Purchase approved items for incentive awards. Cost reflected in Goals #3  Put information on information boards in various areas around the school. Materials and supplies cost reflected in Goal #3</p>			
<p>Build the school's and parents' capacity for strong parental involvement.</p> <p>Provide guest speakers and activities for parents, at least one per trimester.</p>	<p>August 2015 - June 2016</p> <p>August 2015 - June 2016</p>	Admin. Counseling Teachers Title I Lead All Staff	<p>The staff will work as a whole to brainstorm ideas to build parental involvement.  Materials and supplies including meals and the cost of guest speaker sessions and workshops is reflected in Goal #3</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build community partnerships Invite parents to attend PLHS college and career fair. Invite parents on college field trips	August 2015 - June 2016	Admin. Counseling Teachers Title I Lead All 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.  Any cost involved is reflected in Goal #3			



involvement		Teachers Title I Lead	(breakfast with the admin.) SSC and Involve parents in career/college fairs. Hold a two day lunch/dinner Q & A how to be involved in your students lives present and future. One per trimester.				
Provide timely information about programs, meetings and activities to parents.	August 2015 -June 2016	Site Admin. Counselor Teachers Title I Lead ELAC Lead	Possibly have a quest speaker at each event. Cost reflected in Goal #3	Provide parents with a calendar of events and a brochure at orientation, back to school night, coffee with admin. and open house, paper and invitations for parent events, including the senior pinning ceremony. Go over the calendar with parents in English/Spanish.	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
Provide guidance in understanding standards, assessments, how to monitor a student's progress and how to work with educators to improve students achievement	August 2015- June 2016	Counselor Teachers Site-Tech	Automated phone call English/Spanish for every event and meeting. Hold site workshops devoted to navigating the computer, the parent portal and the	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	850.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide mini-technology workshops for parents at Back to School night and Open House.	September 2015 March 2016	Admin. Counseling Teachers SIS Tech	Start back to school night and open house a little earlier and have technology sessions in two of the labs and a chrome book session in in one or two of the classrooms with teachers helping out in the rooms. Have parents attend these sessions prior to the school event starting.			
Senior pinning ceremony, awards and scholarships.	May 2016	Admin. Counseling Teachers				

## 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	Title I Part A: Allocation	3,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	650.00
4000-4999: Books And Supplies	Title I Part A: Allocation	37,065.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	18,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	730.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6,750.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	4,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Funding Source</b>	<b>Total Expenditures</b>
Title I Part A: Allocation	59,415.00
Title I Part A: Parent Involvement	11,680.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	4,430.00
2000-2999: Classified Personnel Salaries	850.00
4000-4999: Books And Supplies	43,815.00
5000-5999: Services And Other Operating Expenditures	22,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	31,950.00
<b>Goal 2</b>	6,630.00
<b>Goal 3</b>	25,515.00
<b>Goal 4</b>	7,000.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dean Hauser	X				
Darleen Nash		X			
Debbie Buck		X			
Dyanna Young		X			
Gary Orme		X			
Erica Hulstrom			X		
Becky Turnage				X	
Maria Arellano				X	
Gina Duque				X	
Julia Sutherlin				X	
Jaime Acuna					X
Daniel Nunez					X
Hope Stover					X
Denise Inzauro (Alternate)			X		
Kathleen Reid (Alternate)		X			
Osmara Raggio Ponce (Alternate)					
					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>3</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)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 2, 2015.

Attested:

Dean Hauser

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Darleen Nash

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



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

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

Required PI Plan Elements	Page(s) Addressed in SPSA
<input type="checkbox"/> <b>Scientifically-based research</b> —Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	
<input type="checkbox"/> <b>Successful Policies and Practices</b> —Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	
<input type="checkbox"/> <b>Professional Development (PD)</b>	
<input type="checkbox"/> A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal	
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	
<input type="checkbox"/> PD affords increased opportunity for participation	
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	
<input type="checkbox"/> Description of <b>Specific Annual Measurable Objectives</b> —Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	
<input type="checkbox"/> <b>Parent Notification</b> —Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	
<input type="checkbox"/> <b>Shared Responsibility for Improvement</b> —Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	
<input type="checkbox"/> <b>Parent Involvement</b> —Strategies to promote effective parental involvement	
<input type="checkbox"/> <b>Extended Learning</b> —As appropriate, activities before school, after school, during the summer, and during any extension of the school year	
<input type="checkbox"/> <b>Incorporation of a Teacher Mentoring Program</b> —See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	

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

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

<ul style="list-style-type: none"> <li>accelerated curriculum <ul style="list-style-type: none"> <li>□ Include strategies for meeting the educational needs of historically underserved populations</li> </ul> </li> <li>□ Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards <ul style="list-style-type: none"> <li>□ Description of a process for evaluating whether the needs of students have been met</li> <li>□ Are consistent with the LEA Plan</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>□ Instruction by <b>highly-qualified teachers</b></li> </ul>	
<ul style="list-style-type: none"> <li>□ Provisions for high quality and <b>ongoing professional development</b> for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards</li> </ul>	
<ul style="list-style-type: none"> <li>□ <b>Strategies to attract high quality highly-qualified teachers</b> to high-need schools</li> </ul>	
<ul style="list-style-type: none"> <li>□ Strategies to <b>increase parental involvement</b> in accordance with Section 1118, such as family literacy services</li> </ul>	
<ul style="list-style-type: none"> <li>□ Plans for <b>assisting preschool children in the transition</b> from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs</li> </ul>	
<ul style="list-style-type: none"> <li>□ Measures to <b>include teachers in the decisions</b> regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program</li> </ul>	
<ul style="list-style-type: none"> <li>□ Strategies for <b>timely and effective assistance</b> to students that need additional help</li> </ul>	
<ul style="list-style-type: none"> <li>□ <b>Coordination and integration of federal, state,</b> and local services and programs</li> </ul>	