

# The Single Plan for Student Achievement

**School:** Pinacate Middle School  
**CDS Code:** 33-67207-6106223  
**District:** Perris Union High School District  
**Principal:** Steve Spraker  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	11
School and Student Performance Data .....	13
CAASPP Results (All Students) .....	13
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Title III Accountability (School Data) .....	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance .....	19
School Goal #1.....	19
School Goal #2.....	29
School Goal #3.....	35
School Goal #4.....	42
Summary of Expenditures in this Plan.....	50
Total Allocations and Expenditures by Funding Source .....	50
Total Expenditures by Object Type and Funding Source.....	50
Total Expenditures by Funding Source .....	51
Total Expenditures by Object Type.....	52
Total Expenditures by Goal .....	53
School Site Council Membership .....	54
Recommendations and Assurances.....	55
School Plan for Student Achievement Requirements Reference Guide.....	56

## School Vision and Mission

### Pinacate Middle School's Vision and Mission Statements

#### Our Vision

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

#### Our Mission

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

#### Core Values

Expectations: Strive to be your BEST

B= Be Respectful: R=Responsible for Behavior, E=Enthusiastic Attitude, S=Supportive of the Rules, P=Prepared with all supplies, E=Early to all classes,

C=Caring and Sensitive to others, T=Thoughtful about future consequences

E= Expect excellence: Think about your future! Create a vision of what you want to be! Believe in yourself! Never give up!

S= Stay connected and involved: Stay connected and involved building positive relationships with positive people while doing positive activities.

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

#### Student Outcomes

All students will achieve or exceed grade level standards.

#### Priorities

We will...

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

#### State Standards.

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

## School Profile

Pinacate Middle School is located in Perris and was originally constructed in 1986 serving grades 7-8 on a traditional school calendar. Sixth grade students from Perris Elementary School District make up the majority of the incoming seventh grade students at Pinacate. As a result of an increase in student population, Pinacate Middle School has been undergoing several major renovation and construction projects. The last of the three phase renovation project was completed during the summer of 2015.

Phase three included the construction of a two-story building which consists of two Special Education classrooms, three science laboratories, three classrooms for ELA and three for history and two collaborative pod areas, one on the main floor and one on the second floor. Teacher work rooms, and student and staff restrooms are located on each level. Also during Phase 3, the lunch area

will be expanded and large grass fields will be reestablished for physical education and other activities.

October 2015 CBEDS information is available in the appendix.

Based on the October 2015 CBEDS report, the racial/ethnic designation for the current enrollment at Pinacate Middle School is as follows: Hispanic 87.09%; American Indian 0.17%; Asian 0.66%; Black/African American 7.60%; Native Hawaiian/Other Pacific Islander 0.33%; White 2.70%; Multiple 01.4%, and Missing 0.05%. Total enrollment during October CBEDS 2014 = 1208 7th grade = 608 8th grade = 600 Teacher Credential Status, October CBEDS shows that there are currently 48 fully credentialed teachers and 1 University Intern.

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

\* 7th grade = 608

\* 8th grade = 600

\* Number of ELL students = 477

\* Number of low-income students = 1092

\* Percent of low-income = 90%

\* Student computer lab = 1

\* Student computers = 38 (with 3 additional student computers in the library)

\* All students have a Google Chrome book.

\* Instructional minutes exceed the state requirements: Yes

\* Modified Instructional Days= 61 (indicated in red on school calendar)

\* Minimum Days= 17 on district calendar indicated as minimum days

\* Program Improvement Year 5

\* Number of students participating in Supplemental Educational Services = 98 ( 12.09% of total enrollment)

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

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

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

### **Classroom Observations**

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

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

staff. He reported that the majority of the classrooms had the content standards posted, with accompanying essential questions, and that many classes are using Cornell notes and Inter-Active Notebooks. Feedback from this 'walk-through' indicated that AVID methodologies (i.e. Cornell notes, Interactive Student Notebooks; students' working collaboratively, etc) were clearly evident, implemented and observed in many classrooms.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

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

Pinacate uses the following standardized assessments:

CELDT: (California English Language Development Test)

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

Ed Performance Series: The Performance Series is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities.

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

SBAC: Interim SBAC online assessment process was held early this Spring in Math and ELA for all students. Later in the month of May all students took the annual CAASPP test in both Math and ELA. Teachers can also create SBAC style assessments for formative assessment and summative exams.

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

Teachers use data to analyze current level of student mastery and focus on implementing the new Common Core Standards and an effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

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

The school uses an ongoing assessment and monitoring system (EADMS) that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic, progress monitoring that includes frequent formative and curriculum-embedded assessments, and summative assessments) are used to inform teachers and the site administration on student placement, diagnoses, progress, and effectiveness of instruction.

### Staffing and Professional Development

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

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

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

Pinacate Middle School is in Year 5 + of Program Improvement

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

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

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

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

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

### Teaching and Learning

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

Pinacate has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, and Science. The standards serve as the framework for directing district goals objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The new Common Core Standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the Common Core Standards along with reporting student progress in relation to the Common Core Standards.

Several staff members are involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with Common Core Standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

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

The following are areas to consider for improvement:

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

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

Pinacate strives to ensure that all students achieve proficiency in Common Core and California State Standards by providing a rigorous and quality educational program that prepares students for high school, college and career. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources include Title I, which are used to support the instructional program.

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

7. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

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

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

In English and Math, teachers are writing curriculum that aligns with Common Core Standards and CAASPP-like assessments.

Opportunity and Equal Educational Access

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

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

ELL students who have been in the United States for less than 12 months and have been identified on the CELDT as level 1 and 2, will be blocked in a two period setting. Other EL level 3 students may have a 2 hr block of reading intervention class or a core ELA. Students that don't have an ELA support class have an ELA core class and are placed in AVID Excel as an elective.

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

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



## 9. Research-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses AVID strategies and methodologies. With the continued focus on the implementation of AVID strategies on a district-wide basis, it will be the expectation for teachers to actively incorporate AVID strategies into their daily instruction during the 2015-16 school year.

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

## Parental Involvement

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

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

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

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

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

11. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

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

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

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

Key stakeholders participate in these committees:

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

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

The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district Title I board policies on Parental Involvement. In addition, each site then will notify the parents by mail of the Program Improvement status prior to the beginning of the 2015-2016 academic year.

## Funding

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

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

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

### 13. Fiscal support (EPC)

Pinacate Middle School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA).

## **Description of Barriers and Related School Goals**

There is still a significant number of students who are entering Pinacate that have had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math and ELA areas. There is observable evidence that the parents of Pinacate Middle School students are beginning to recognize the importance of their role in the education of their child .

Another significant barrier has been the lack of student involvement and participation in co-curricular and extra curricular activities, activities that encourage student interaction in a non-academic setting and that provide them with opportunities to develop their social and problem solving skills in a cooperative, non-graded activity. Increased participation will help to improve the overall climate of the school by helping students to accept individual differences and overcome biases leading to a calmer, more stable, learning environment. And, by encouraging students to become "connected and involved" students come to feel "included". This is the fifth year Pinacate has hosted a Spring Orientation Night for in-coming 7th grade students. The event included a tour of the campus by ASB students, a general parent meeting, a brief presentation to both incoming students and their parents on the mission of Pinacate, and some highlights from the 2014-2015 school year and what they should look forward to in 2015-2016 as students at Pinacate. Students and parents were then able to visit booths representing the many clubs and activities available. The Spring 2015 orientation hosted approximately 350 parents and students, with about the same number of attendees as last year. There were 33

parents who picked up AVID applications and about 21 who wanted information on the AVID Excel program. Many students signed up for one or more of the clubs and activities available to them.

In the hopes of decreasing the impact of these various barriers facing our students, Pinacate will be expanding the elective offerings which will be available to all students during the 2015-2016 school year. All students will have at least one elective class and many will have two elective classes based on the academic needs of individual students. Elective classes will include art, AVID, AVID Excel, band, ASB/Leadership, journalism, yearbook, drama, foreign language, computer technology and PTLW.

## 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 7	592	583	98.5	580	<b>2486.3</b>	3	23	26	47
Grade 8	624	604	96.8	601	<b>2507.9</b>	4	23	30	43
All Grades	1216	1187	97.6	1181		4	23	28	45

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 7	7	40	53	8	46	46	4	59	36	7	57	35
Grade 8	13	38	49	9	45	45	5	62	33	11	56	33
All Grades	10	39	51	8	46	45	5	60	34	9	57	34

#### Conclusions based on this data:

1. The number of students performing Above Standard and At or Near Standard exceeds the number of students Below Standard in Reading, Writing, Listening and Research/Inquiry.
2. Both 7th and 8th graders performed better in the areas of Listening, and Research/Inquiry .
3. Performance data indicates that the areas of Reading and Writing were more challenging for the seventh and eighth graders.

## 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 7	592	578	97.6	577	2468.9	4	13	30	54
Grade 8	624	600	96.2	597	2465.2	3	11	25	61
All Grades	1216	1178	96.9	1174		3	12	27	58

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 7	7	29	64	4	41	55	6	69	25
Grade 8	5	27	68	4	45	50	5	47	47
All Grades	6	28	66	4	43	52	6	58	36

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>Total</b>	83	20	181	43	122	29	26	6	13	3	425

#### Conclusions based on this data:

1. The highest percentage of EL's tested performed at the Early Advanced.
2. Ninety-two percent of the EL's tested performed at the Advanced, Early Advanced and Intermediate levels.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>Total</b>	87	19	190	41	133	28	26	6	33	7	469

#### Conclusions based on this data:

1. 60% of the EL's taking the CELDT scored within the Advanced and Early Advanced levels.
2. 28% of EL's performed at the Intermediate level on the CELDT.
3. 13% of EL's are identified as Early Intermediate and Beginning levels on the CELDT.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	324	425	376
Percent with Prior Year Data	98.1%	98.8%	99.7%
Number in Cohort	318	420	375
Number Met	187	273	214
Percent Met	58.8%	65.0%	57.1%
NCLB Target	57.5	59.0	60.5%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	22	397	15	332	17	430
Number Met	--	229	--	153	--	235
Percent Met	--	57.7%	--	46.1%	--	54.7%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	--	No	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

#### Conclusions based on this data:

1. Looking at the Title III Accountability school data report for 2012 and 2013, AMAO 1 was met with a moderate increase for both years with actual scores in double digits above the NCLB target.
2. Minimal Positive growth for AMAO 2 is evident from the data.
3. AMAO 3 participation rate has been met in 2012-13 and 2014-15 , but the percentage of students reaching proficient or above in ELA and mathematics has not been achieved.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,650	1473	1,509
Percent with Prior Year Data	88.2	94.6	99.2
Number in Cohort	1,456	1393	1,497
Number Met	913	853	934
Percent Met	62.7	61.2	62.4
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	158	1,516	127	1433	133	1,502
Number Met	39	856	22	764	12	804
Percent Met	24.7	56.5	17.3	53.3	9.0	53.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

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

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Student Proficiency that Leads to College and Career Readiness</b>
<b>LEA GOAL:</b>
All students will attain proficiency in all academic content areas.
<b>SCHOOL GOAL #1:</b>
Increase the percentage of all students who are proficient/advanced in all content areas by 3% by closing the achievement gap in all sub-groups (African-American, Special Education, English Learner, and Socio-Economically Disadvantaged). Data to measure progress toward goal and objective achievement: Increase the upward movement of English Learners by 3% annually as measured by the CELDT. Increase the percentage of students who meet the requirements to participate in promotion activities by 5%. Increase by 3% the number of students who successfully complete with a grade of C or better in all core content classes: Math 7, Math 8 or Integrated Math, ELA 7 and ELA 8 or Reading Intervention, Science 7 and Science 8, World History 7 and US History 8  Master Schedule 1. Provide access for all students to all content areas, and the opportunity to choose from a variety of elective classes including AVID, AVID Excel, technology, foreign language, leadership and VAPA. 2. Place intensive/strategic students in appropriate classes to support standards mastery based on multiple sources of data and teacher recommendation. 3. Reduce the number of students in strategic/intensive core math classes.  Professional Development 4. Provide effective professional development, planned in response to data analysis, the needs of students/staff that will include standards-based instruction, assessed performance, research-based strategy intervention to actively engage students and improve achievement. (e.g. PLC Process, AVID and STEM strategies, PBIS classroom management strategies; project-based planning and assessments, CCSS, CAASPP training, technology support, strategies trainings.) 5. Provide teacher collaboration time by grade and department to discuss student achievement data, student needs, curriculum development, and lesson planning preparation. 6. Implement collegial collaboration activities to implement school-wide research based strategies presented during professional development activities in order to increase engagement and achievement. 7. Provide additional period for ELA and Math Lead teachers to facilitate and support activities 4-6.

**Data Used to Form this Goal:**

Content Level Grade Comparison from 2014-2015 and 2015-2016 and 2016 CELDT Data

ELA 7, Grade C or Higher 2014-2015

Overall	73.2%
Male	59.7%
Female	84.3%
SWD	45%
EL	68.4%
Foster	83.3%
AA	84.2%

ELA 8, Grade C or Higher 2014-2015

Overall	52.1% (% decrease)
Male	39.8% (% decrease)
Female	66.7% (% increase)
SWD	22.6% (% decrease)
EL	34.4% (% increase)
Foster	83.3% (% increase)
AA	44.4% (% increase)

ELA 7, Grade C or Higher 2015-2016

Overall	61.54 % (11.7% decrease)
Male	54.89 % (8.1% decrease)
Female	67.89 % (16.41% decrease)
SWD	68.75 % (23.75% increase)
EL	47.02 % (21.38% decrease)
Foster	100 % (16.7% increase)
AA	53.85 % (30.35% decrease)

ELA 8, C of Higher 2015-2016

Overall	72.33 % (20.2 increase)
Male	61.13 % (22.3% increase)
Female	82.31 % (15.6% decrease)
SWD	75% (52.4% increase)
EL	57.60 % (23.2% increase)
Foster	80 % (3.3% decrease)
AA	69.44 % (25% increase)

Did not meet overall goal of 5% improvement

Met improvement goal for the following subgroups: SWD, and Foster  
SWD, and African American

Did not meet improvement goal for the following subgroup: Male , Female, EL, and AA

Did meet overall goal of 5%

Met improvement goals for the following sub group: Male, EL,

Did not meet improvement goals for: Female and Foster

Math 7, Grade C or Higher, 2014-2015

Overall	69.7%
Male	58.8%
Female	81.3%
SWD	62.8%
EL	55.9%
Foster	57.1%
AA	61.7%

Math 8, Grade C or Higher, 2014-2015

Overall	44%
Male	35.3%
Female	55.9 % !
SWD	37%
EL	33.2 %
Foster	50 %
AA	46.3%

Math 7, Grade C or Higher, 2015-2016

Overall	33.16 % (36.54% decrease)
Male	29.84 % (28.96% decrease)
Female	36.41 % (44.89% decrease)
SWD	78.57 % (15.77% increase)
EL	30.71 % (25.19% decrease)
Foster	100 % (42.90% increase)
AA	58.82 % (2.88% decrease)

Math 8, Grade c or Higher, 2015 -2016

Overall	48.51 % (% increase)
Male	47.59 % ( % increase)
Female	49.26 % ( increase)
SWD	76.47 % ( % increase)
EL	43.75 % ( % increase)
Foster	66.67 % (% increase)
AA	44.83 % (% increase)

**Findings from the Analysis of this Data:**

Analysis of the content grade data show:

Boys are consistently scoring lower in both grades and most subjects in almost all content areas and grades.

Girls are performing better than boys in all content areas and grades

Almost all subgroups (except boys) are actually progressing in most content areas and grades. Seventh grade AA sub group did not make progress in most of the content areas, and SWD, Foster sub group had minimal progress in content subjects. Eighth EL grade students were more successful in making progress in the academic areas than the Seventh graders.

**How the School will Evaluate the Progress of this Goal:**

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

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

- \* Benchmarks
- \* Ed. Performance Data
- \* Performance Tasks
- \* Writing Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide access for all students to content areas and the opportunity to choose from a variety of elective classes including AVID,AVID Excel, technology, foreign language, leadership, and VAPA.	Aug. 2016- June 2017	Site Administration , Counseling, and Elective teachers	Using student data, create a Master schedule that appropriately places students in content classes and consult elective teachers as applicable for elective student placement.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Place intensive/ strategic students in appropriate classes to support standards based on multiple sources of data and teacher recommendations.	Aug. 2016- June 2017	Site Administration, PLC's, and Counseling	Create Master Schedule based on analysis of student achievement data and student schedules based on individual student academic needs.			
3. Reduce the number of students in strategic/ intensive core math classes, and add one additional ELD section.	Aug. 2016- June 2017	Site Administration, Math and ELA/EL PLC,'s and Counseling	Site Admin. and counseling will evaluate student data and recommendations from Math PLC in the reduction of strategic/intensive core math classes to 30:1 with two sections for strategic and two for intensive core math classes; and recommendations rom EL Lead for the additional ELD section			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide effective professional development that is planned in response to data analysis, the needs of our students and staff that will include expert training in standards based instruction, assessed student performance and research-based strategy instruction to actively engage students and improve student achievement. ( e.g. PLC Process, AVID, STEM strategies, PBIS classroom management strategies; project-based planning and assessments, CCSS. CAASPP training, technology support, strategies training)	August 2016 - June 2017	Site Administration, District T.O.S.A., School Site Council, Site Title 1 Lead, Leadership Team, PLC's	Staff development agendas and sign in sheets; PLC agendas and minutes; cross-curricular meeting agendas; District/County provided trainings, in-services, workshops, etc.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	9,805.00
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	1,111.00
5. Provide teacher collaboration time by grade and department to discuss student achievement data, student needs, curriculum development, and lesson planning preparation.	August 2016 - June 2017	Site Administration, Leadership Team, PLC's	PLC Agendas and meeting minutes, Professional Development sign-in sheets and agendas;			
6. Implement collegial collaboration activities to implement school-wide research based strategies presented during professional development activities in order to increase engagement and achievement.	Aug. 2016 - June 2017	Site administration, Dist. Admin., Leadership Team, PLC's	Staff Meeting and Professional Development Agendas/Minutes			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. What will students learn? Identify high frequency standards to determine must-do and may-do instructional components in all content areas.	August 2016 - May 2017	Site Administration, Leadership Team, PLC's,	PLC Agendas and minutes, Cross Curricular Collaboration			
8. Infuse the new EL standards in all content areas.	August 2016- May 2017	Site Administration, Leadership Team, PLC's Counseling, EL Lead	Discussion during PLC's to determine infusion of new EL standards			
9. Identify and develop appropriate content specific formative and summative SBAC style assessments that reflect an alignment of CCSS to measure and support student progress, including tests, essays, portfolios, unit performance tasks, etc.	August 2016- May 2017	Site and District Administration, PLC's, Leadership; Site Technology Lead	PLC time for certificated staff for data analysis, and assessment planning			
10. How will students learn? Provide students access to high frequency standards and must-do instructional components in all content areas through research-based, data-proven strategies that increase student engagement, student achievement, problem-solving and higher-level critical thinking ability, research, cooperation, and collaboration. ) e.g. WICOR, STEM, PBIS)	August 2016- May 2017	Site and Dist. Administration, Leadership Team, PLC's, ELA & Math Leads, Technology Lead	ALL PLC's Agendas and Minutes and sign in sheets from Professional Development trainings for all staff on their targeted needs i.e. classroom management techniques/ instructional strategies AVID/PBIS/CCSS/ technology' etc			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Provide access of IXL, Read Naturally, and other on-line support, to all students for supplemental support in ELA, Math, and SPED.	August 2016- June 2017	Site and Dist. Administration, Leadership Team, ELA, Math, and SPED PLC's	ELA, Math and Spec.Ed. classes will have access to these programs	5000-5999: Services And Other Operating Expenditures	Title I	18,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Provide appropriate, effective instructional materials to supplement learning in core content areas.	August 2016- June 2017	Site and Dist. Administration, Leadership Team, ELA and Math PLC's,	<p>Student science supplies, (i.e. Student Planners, science kits, Boreal Laboratories and materials for class demonstrations and student lab work; materials and supplies for elective classes: band, art, drama, journalism/yearbook, technology, foreign language, A.S.B. leadership classes, school-wide field trips for academic achievement 4 times a year. ) Provide motivational speakers who promote college and career readiness preparation.</p> <p>Field trips(academic and cultural) as positive incentives for behavior and academics</p>	4000-4999: Books And Supplies	Title I	13,222
			Field trips(academic and cultural) as positive incentives for behavior and academics	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. What will be done if students do not show progress? Identify and provide appropriate academic interventions to measure and support academic progress.	August 2016- June 2017	Site and Dist. Administration, Leadership Team, PLC's,	Math/ELA Dept. PLC agendas and minutes			
SPSA Monitoring Goal 1 14. Disaggregate student achievement data in all subject areas by subgroup and identify areas of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.	August 2016-May 2017	Site and Dist. Administration Counseling, PLC's, SSC, Leadership Team	Data Analysis by all Core Subjects in PLC's			
15. Use student achievement data and expected learning results to monitor SPSA.	August 2016-May 2017	Site and District Administration, PLC's, , SSC, Leadership Team , Title 1 Lead				

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

**Data Used to Form this Goal:**

Agendas from PBIS trainings

Club/Sports/After school activities rosters and sign-in sheets

Referral reports, Suspension PFDA, Expulsion Reports

Referrals 2014-15

Overall	2632
Male	1852
Female	780
SWD	455
EL	900
Foster	50
AA	667

Referrals 2015-16 (Through end of April 2016)

Overall	1704
Male	1059
Female	645
SWD	235
EL	603
Foster	21
AA	254

Suspensions 2014-15

Overall	167
Male	137
Female	30
SWD	31
EL	51
Foster	10
AA	60

Suspension 2015-16 (Through end of April 2016)

Overall	345
Male	246
Female	99
SWD	47
EL	117
Foster	5
AA	46

PFDA 2014-15

Overall	18
Male	14

**Findings from the Analysis of this Data:**

The overall referral rates have decreased dramatically and the goal for 5% reduction rate is on target to be met by the end of the year. The referral rates for each sub group have decreased and the goal for 5% reduction rate is on target to be met by the end of the year. However, suspension rates for all but two of the sub groups increased. Attendance has made an improvement. During the 2014-15 school year, the Average Attendance Rate was 93.49% for all students. The current Average Attendance Rate for the 2015 -2016 school years is 93.74%.

**How the School will Evaluate the Progress of this Goal:**

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide special day events at the beginning and during the school year to improve school environment by promoting positive student behavior, and to increase student involvement and connectedness.	August 2016 - June 2017	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB director and club advisors	Spirit Days to welcome students back to school, Puma Days, College & Career Day Bring your parent to school day, Teacher and student dress for success days, College and Career			
2. Provide special after school and evening events to improve school environment, student achievement and parental involvement , and necessary transportation as needed.	August 2016- June 2017	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors	Back to School Night, Winter & Spring Arts Festival, Science Night Open House, New Student Orientation  Traveling Arts Exhibits/Musicals/Plays  Transportation to provide equal access to after school, activities, events and tutoring for bussed students	5000-5999: Services And Other Operating Expenditures	Title I	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Provide motivational speakers to target appropriate student behavior</p> <p>See Funding Source w/ money allocations in Goal 1 #12)</p>	August 2016- June 2017	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors	<p>Speakers will address topics to include bullying and violence, gang-awareness, drug use prevention, and positive decision making</p> <p>Club Live Activities: Unity Forums, Field Trips, Camp Experiences, Girl's Night In, Brother's Keeper, etc</p>			
<p>4. Provide and promote classroom incentives to reward students for positive academic achievement and behavior</p> <p>See Funding Source w/ money allocations in Goal 1 #12)</p>	August 2016- June 2017	Site Administration Leadership Team; PLC's	<p>Early release to lunch; Passes to sporting events and school dances; Front of the line passes; Lunch with the Principal School supplies, Puma-Pat awards, Reward and attendance Assemblies, etc</p>	5000-5999: Services And Other Operating Expenditures	Title I	
<p>5. Articulate and promote positive student behavior and involvement, college and career awareness, staying connected and involvement in edifying activities and conflict resolution.</p> <p>See Funding Source w/ money allocations in Goal 1 #12)</p>	August 2016- June 2017	Site Administration Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director, Club Advisors, Athletic Director and Coaches	<p>BEST Assemblies Success Presentations School Announcements Video Announcements posters, t-shirts, student supplies, lunch rallies, after-school sports and clubs, additional activities.</p>	5000-5999: Services And Other Operating Expenditures	Title I	53,000



## 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: Targeted Intervention</b>
<b>LEA GOAL:</b>
To provide a positive and safe school environment
<b>SCHOOL GOAL #3:</b>
Pinacate will provide targeted academic and behavioral intervention.

**Data Used to Form this Goal:**

- Referral, suspension, PFDA and expulsion data
- Attendance data
- Progress reports

Referral reports, Suspension PFDA, Expulsion Reports

Referrals 2014-15

Overall	2632
Male	1852
Female	780
SWD	455
EL	900
Foster	50
AA	667

Referrals 2015-16 (Through end of April 2016)

Overall	1704
Male	1059
Female	645
SWD	235
EL	603
Foster	21
AA	254

Suspensions 2014-15

Overall	167
Male	137
Female	30
SWD	31
EL	51
Foster	10
AA	60

Suspension 2015-16 (Through end of April 2016)

Overall	345
Male	246
Female	99
SWD	47
EL	117
Foster	5
AA	46

PFDA 2014-15

Overall	18
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**Findings from the Analysis of this Data:**

- Current interventions need to be improved in order to reduce the number of student behavior referrals, and lower the number of suspensions and expulsions.
- Males students are receiving grades that are lower than a C at a significantly higher rate than girls
- Male students and African American students are suspended at a higher rate than other sub groups of students
- Current interventions need to be improved or new interventions need to be established in order to improve student academic achievement.

**How the School will Evaluate the Progress of this Goal:**

- Referral data, Suspension and Expulsion Reports
- Attendance data
- Student Sign-in in administration office

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teach positive school-wide expectations to all students.	Aug.. 2016 to June 2017.	Site Administration; Leadership team, Positive Climate Committee is now a part of the PBIS Committee, PLC's	Beginning of each semester classroom presentations and projects on BEST expectations; PE Success Presentations; daily PA announcements and video announcements			
2. Puma Success Presentations in PE by Administration every 4-6 weeks	Aug. 2016 to May 2017	Administration and PE Department	During PE classes Administration meets with students to discuss behavioral and academic expectations, positive and negative consequences for behavior and motivational video and message.			
3. After school parent conferences at 6 weeks first semester, and within the first 3 weeks of second semester.	November 2016 and February 2017	Administration, Counseling and Teachers	Parents invited to attend 1 on 1 conferences with classroom teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Student conferences with counselors and administration every 6 weeks for D and F students.	September, November of 2016 and February, and April 2017	Administration and Counseling, PE Department	Meet with all students who have a D or F during PE classes			
5. Provide intensive behavioral support through outside counseling services.	September 2016-May 2017	Administration, Counseling	Individualized or group Counseling service provided to identified at-risk student, Counseling groups and other resources			
6. Establish Student Success Center where academic and behavior intervention is provided during the regular school day.	August 2016 - May 2017	Administration, Counseling	Students not performing well academically due to behavior challenges i can be sent to SSC to meet with administration. Student may be redirected to class. Teachers will provide same day class work, materials and other supplies for student.			
7. Provide Summer Institute Intervention program	Fall of 2016	Administration; Counseling	Tutoring for all content areas; materials and supplies, postage to inform parents for tutoring fair for vendors; tutoring fair for vendors			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Provide incentives for positive behavior and academic achievement	August 2016 to June 2017	Site Admin.; Title 1 TOSA, site Title 1 Lead, PBIS Committee; SSC SCC	Establish a tiered incentive program to include high interest activities and awards that will motivate students to improve improve their academic achievement and encourage positive behavior.	4000-4999: Books And Supplies	Title I	1,000.00
			Hero Program Software	4000-4999: Books And Supplies	Title I	6,500.00
9. Educate and train staff in a consistent relationship building and classroom management strategies..	August 2016 to June 2017	Site Administration; SCC, Leadership Team	Professional Development for classroom management and to consistent procedures and protocols throughout the entire campus, including relationship building, systematic procedures; proactive classroom discipline, etc.; materials and supplies			
10. Conduct student interest needs assessment.	August 2016 to June 2017	Site Administration	Provide California Healthy Kids Survey to be completed on-line			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Group counseling for drug and alcohol, anger management, bullying prevention and positive choices	On-going during the 2016-2017 school year	Site Administration; Leadership Team; PBIS Committees	Individualized or Group Counseling services provided to identify at-risk students, Individual and/or group counseling and other identified resources to provide counseling for high at-risk behavior e.g. substance abuse, anger management, etc.			
12. Develop a system to intervene and monitor students who display at-risk behaviors	August 2016 to May 2017	Administration; Counseling dept.; PBIS	<p>Develop and implement Student Success Center procedures</p> <p>Through PBIS, develop and implement a system of Tier II interventions that will provide support for students involved in at-risk behavior (e.g. Bullying, Drugs, Alcohol, Truancy. etc.</p> <p>Students will be identified through Infinite Campus referrals/ database, counseling referral, administration</p>			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Parental Involvement</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
Pinacate will enable active parental involvement for all parents.
<b>Data Used to Form this Goal:</b>
Evaluation of sign-in sheets from parent meetings throughout the school year. 2016-2017  Volunteers: monthly average of 52.4 parent volunteers (Aug 2014-Apr 2015, September high of 108, December low of 32, numbers increased again in March to 55 and 42 during 3 weeks of April) Coffee With Principal: attendance average of 29.3 (High of 43 in October, low of 14 in April. April meeting held after Thursday Zumba ended.) Dessert with Principal: attendance average of 3.1. Only 3 meetings held. 0 attendance for 4 meetings ELAC: attendance average of 25.5 (4 meetings up to April. One more meeting schedule late May not included in data) School Site Council: 3 parents on SSC. All 3 attended for all meetings, Sept-Mar. 2 parents attended in April IC Portal Training: 14 parents attended in Sept, parents did not attend during the remainder of the year Open House: 118 signed Back To School: est 240 from sign-ins Health Education Workshop: 1 meeting 13 parents
<b>Findings from the Analysis of this Data:</b>
An analysis of sign-in sheets indicate that the best attended events for parents are Back to School Night, Fine Arts Night, ELAC meetings involving EL student recognitions, NJHS Induction Night. Monthly mtgs. "Coffee with the Administrator" meetings are held monthly at 9:00 am. Increasing the participation of parents involvement remains a site priority.
<b>How the School will Evaluate the Progress of this Goal:</b>
Establishing a more precise procedure to monitor parent participation at each parent involvement event will be essential in the gathering of future data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Survey parents to identify their needs that will support the academic success of Pinacate students both in and outside the classroom.</p> <p>1A. The Parental Involvement Policy must be written with meaningful participation of parents.</p> <p>1B. Use technical assistance and other support to build an effective plan.</p>	Fall of 2016	Administration; Parent Liaison; SSC; ELAC; Positive Climate committee	Meet with key stakeholders to make an analysis of On-line or paper parent surveys			
<p>2. Identify teams of parent volunteers to assist with the school environment.</p> <p>C. Build the school's and parents' capacity for strong parental involvement</p> <p>D. Analyze and address problems implementing the requirements of the plan.</p>	On-going throughout the 2016 -2017 school year	Administration; Counseling; Parent Liaison	Dept./teacher request form for parental volunteer assistance (i.e. making copies of worksheets for class; classroom bulletin boards. etc.)			

<p>Involvement Activities that will motivate and increase parent participation in the education of their students.</p> <p>E. Involve parents in the activities of the school.</p> <p>F. Involve parents in decisions regarding funding for parental involvement.</p> <p>G. Hold annual meetings.</p> <p>H. Flexible number of meetings.</p> <p>I. Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school performance.</p> <p>K. Describe and explain curriculum, standards, evaluation and proficiency levels expected of students.</p> <p>L. Provide regular meetings if requested for the interested parents to participate in and formulate suggestions affecting the education of their children.</p> <p>M. Inform parents of the right to submit comments when the school's plan goes to the LEA.</p> <p>N. Parent Compact.</p>		<p>Site Title 1 Lead; SSC; Leadership Team</p>	<p>involvement</p> <p>Analyze parent participant needs/ feedback</p> <p>Parent Institute</p> <p>Parent Involvement Activities (i.e. Parent workshops: Health and Nutrition, Mental Health Issues, Drug and Gang Awareness, Parent Literacy classes, Computer Literacy)</p> <p>Also includes materials and supplies to promote school/ parent activities, i.e postage ;Child-care, and related costs i.e. snacks, materials for activities, campus supervision; Snacks and related costs for parent meetings/workshops/trainings;</p> <p>Bring Your Parent at School Day, Coffee or Dessert with Administration, Special Parent Nights, ELAC Meetings, Annual Title I Night, SES Tutoring Fair, AVID Parent Nights, AVID Excel, New Student Orientation, Winter and Spring Performing Arts</p>	<p>Expenditures</p>
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Inform parents of student academic progress throughout the school year.</p> <p>Building Capacity A. Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement.</p>	Sept. 2016 - June 2017	Site Administration; Counseling and Teachers	Student progress reports will be mailed to the student residence. (ie. 6 week; 12 week; and at the semester)	5900: Communications	Title I	250.00
<p>5. Provide parent- teacher conferences for D's and F's at 6 week progress during the first semester and also at the 6 week progress during second semester.</p> <p>J. Provide timely information about programs provided.</p> <p>Building Capacity: B. Provide materials &amp; training on how to improve achievement , i.e. literacy training and technology</p> <p>Building Capacity C Provide educators professional development on how staff can work more effectively with parents.</p> <p>Building Capacity D. Understandable communication re:language and comprehension.</p>	September 2016, and February 2017	Administration; Parent Liaison; SSC; Positive Climate committee	Parents of students who are receiving D's or F's will be invited to attend, progress reports will be made available			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6. Provide semi-weekly up-to-date grades on Infinite Campus</p> <p>Building Capacity A. Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement.</p>	August 2016 to June 2017	Administration; Counseling and Teachers	Grades updated and available to parent via the parent portal in Infinite Campus.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7. Provide opportunities for Parent Conferences</p> <p>Building Capacity A. Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement.</p> <p>Building Capacity . E. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc, as needed.</p> <p>Building Capacity: F. May train or otherwise involve parents in the development of training for teachers, parents, principals, and other staff.</p> <p>Building Capacity: G. May adopt and implement model approaches to improving parental involvements.</p>	August 2016 to May 2017	Administration, Counseling and Teachers	Postage and materials as needed			
<p>8. Provide multiple forms of media to communicate important school information</p> <p>Building Capacity: D. Understandable communication re:language and comprehension</p>	August 2016 to May 2017	Administration, Counseling and Committees	Utilize Pinacate MS web-site, ELAC Section on PMS Web-Site, text messaging, emails, On-line Newsletter in Spanish and English, Alert Now phone dialer, mailings to parent/guardian			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>9. Provide parent access to School Handbook. Building Capacity:</p> <p>D. Understandable communication re: language and comprehension</p>	August 2016 to June 2017	Site Administration; Counseling; Site Technology Lead	Printed copy given to students; printed copies available to parents in front office, pdf version on Pinacate web-site;		Title I Part A: Parent Involvement	
<p>10. Provide parents opportunity to attend Parent Conferences, workshops, e.g. C.A.B.E. etc.</p> <p>See Goal 4, Item 3</p> <p>Building Capacity .</p> <p>E. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc, as needed</p>	August 2016 to June 2017	Administration; EL Lead; ELAC committee, Parent Liaison	workshops, attendance fees, transportation, materials, child-care	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	
<p>11. Provide staff with Professional Development training on working with parents.</p> <p>See Goal 4, Item 3</p> <p>Building Capacity</p> <p>C Provide educators professional development on how staff can work more effectively with parents.</p>	August 2016 to May 2017	Administration; Principal's secretary; Parent Liaison;	Specific Professional Development for staff provided by RCOE to help staff communicate and work with parents	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>12. Provide for position of Community Liaison--see amount listed</p> <p>(Also see Centralized Services)</p> <p>Parental Involvement</p> <p>C. Build the school's and parents' capacity for strong parental involvement.</p> <p>E. Involve parents in the activities of the school.</p>	August 2016 to June 2017	<p>Administration, District Human Resources</p> <p>Funding comes from District Centralized Services</p>		<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p>	

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Title I	20,722.00
5000-5999: Services And Other Operating	Title I	71,000.00
5900: Communications	Title I	250.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	6,269.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	9,805.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	1,111.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	91,972.00
Title I Part A: Parent Involvement	6,269.00
Title I Part A: Professional Development (PI Schools)	10,916.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	9,805.00
3000-3999: Employee Benefits	1,111.00
4000-4999: Books And Supplies	20,722.00
5000-5999: Services And Other Operating Expenditures	77,269.00
5900: Communications	250.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	42,138.00
<b>Goal 2</b>	53,000.00
<b>Goal 3</b>	7,500.00
<b>Goal 4</b>	6,519.00

## 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
Martina Venegas 2014-2016				X	
Debbie Andelin 2015-2017				X	
Shelly Ashton 2015 -2017				X	
Lucy Espinoza-Englander 2015 - 2017				X	
Deysi Belmontes 2015-2017				X	
Emily Lozano 2015-2017					X
Javier Chavez 2015-2016					X
Jonathan Synnott 2015-2017		X			
Brenda Dizon Harris 2014-2016		X			
Arthur Nguyen 2015-2017		X			
Colleen Sowa 2015-2017		X			
Helene Astorga 2015-2017			X		
Elsa Serafin 2015-2017			X		
Steve Spraker 2015-2016	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</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

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:

Steve Spraker

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

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

\_\_\_\_\_  
Date

Gustavo Guerra

\_\_\_\_\_  
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>	

## Recommendations and Assurances

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State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

*Josel De*

*Elvia Palomera*

Signature

Special Education Advisory Committee

*[Signature]*

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

*Blanca Dizon Harris*

Signature

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

*[Signature] (PBIS)*

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:

Dru Morgan

Typed Name of School Principal

*[Signature]*

Signature of School Principal

6/2/15

Date

Gustavo Guerra

Typed Name of SSC Chairperson

*[Signature]*

Signature of SSC Chairperson

6/2/15

Date