

# The Single Plan for Student Achievement

**School:** Perris High School  
**CDS Code:** 33-67207-3335973  
**District:** Perris Union High School District  
**Principal:** Juan Santos  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

**Contact Person:** Juan Santos  
**Position:** Principal  
**Phone Number:** (951) 657-2171  
**Address:** 175 East Nuevo Road  
Perris, CA 92571  
**E-mail Address:** [juan.santos@puhsd.org](mailto:juan.santos@puhsd.org)

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## School Vision and Mission

### Perris High School's Vision and Mission Statements

Our vision for students: Perris High School will provide a quality education that prepares students to pursue their college and/or career goals. Upon graduating from Perris High School, students will be: effective communicators, empowered citizens, critical and creative thinkers, positive contributors to society, and responsible digital citizens.

Our Mission: Perris High School's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.

## School Profile

### School Profile

Perris High School is one of three comprehensive high schools serving grades 9 through 12 in the Perris Union High School District. Established in 1888 and relocated to its present site in 1961, Perris High School has a rich history in Southwest Riverside County. The student population is approximately 2,000 with 108 classroom teachers, 7 guidance counselors, 1 media specialist, 1 psychologist, 4 administrators and 78 classified support staff. Many of the faculty and staff members at PHS are alumni and are very proud of their school. In addition, many students have parents who attended Perris High School. PHS continues to build upon high expectations to assist students in finding those areas deep within themselves that will allow them to perform at their optimum level of skill, talent, and ability. PHS continues as a high tech school that prepares students for the 21st century. As Perris Union High School District is a one-to-one device district, all students have access to an individual laptop. We are working to build and maintain families who are technologically efficient through Common Sense Media, our teachers and staff are becoming Google certified and our students are responsible Digital Citizens. The PHS campus is still undergoing new facility construction. We are creating a state-of-the-art facility for our Agricultural Sciences, JROTC, Engineering, and Automotive programs. These projects have invigorated students and staff in seeing their campus as newer and therefore has created a new sense of ownership and pride.

The fact that our community is geographically spread out provides both opportunities and challenges. Students and staff receive benefits from the cultural and ethnic diversity resulting from a student population that comes from varying backgrounds. Many of our parents have to travel long distances to their work places and others have multiple sources of employment. With this in mind, the challenge is to create avenues that will accommodate the varying schedules to increase parent and community participation from all of the areas that we serve.

Perris High School's Single Plan for Student Achievement (SPSA) focuses on analyzing and evaluating the academic achievement of all students in the school, obtaining recommendations from stakeholder groups, standing and special committees regarding the focus of the school's SPSA, developing and approving the school plan and all proposed expenditures in accordance with all state and federal laws and regulations, recommending the school plan including related budget expenditures to the local governing board, providing ongoing monitoring of the implementation of the plan and budgets/expenditures, revising the school plan, including expenditures, timelines and evaluation criteria, as needed, conducting an annual evaluation of the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students, and participating in all local, state, and federal reviews of the school's program for compliance and quality. In addition, recommendations from the 2017 WASC report were included and PHS is still implementing and improving based on those recommendations. Perris High School receives school-wide Title I funding.

Staff development focuses on effective collaboration through the PLC process and AVID instructional strategies as the vehicle for improving student achievement.

The Perris High School, School Site Council meets once a month and consists of elected representatives from the school and surrounding community. The School Site Council functions as a shared decision-making body on topics relating to budget and proposed expenditures, staff development, assessment and accountability, school growth and technology, and student achievement. It is directly involved in approving expenditures from categorical funds that are consistent with the goals established by the School Site Council in the SPSA.

Perris High School operates on a modified traditional calendar, with an early August start and early June end date. The bell schedule includes time for weekly Professional Learning Communities (PLC). PLCs are working towards being data-driven and focus on sharing

best practices, using data to guide instruction, adopting consistent strategies, vertical alignment, and curriculum planning/pacing. In 2015-16 the bell schedule was changed from a six period to a seven period day resulting in a longer school day and time for weekly collaboration among staff. This bell schedule has continued in its use and continues to benefit student academic progress.

Elementary schools from the Perris Elementary School District and Pinacate Middle School feed into Perris Union High School.

## **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 California Healthy Kids Survey (CHKS) was administered to all students in the spring of 2018. California School Climate Survey of school staff was used as well as some earlier data from parent responses to the California School Parent Survey. The Safe and Supportive Schools School Climate Survey was also administered in 2017. As a part of the LCAP process students, staff, parents, and community members were surveyed. The LCAP Dashboard provides data on many aspects of the SPSA. An Equity survey was administered to the faculty/staff, students and parents at the beginning of the second semester of the 2017-18 school year.

### **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 conducts regular walk-throughs of classrooms to ensure that appropriate instructional strategies are being used. Adopted curriculum is used for all core content areas along with supplemental resources such as the learning management system (Power School and Google Classroom) and use of essential questions and/or learning objectives to drive daily instruction. Each classroom is visited at least once per grading period.

### **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 testing scores, State achievement testing scores (CAASPP; California Assessment of Student Performance and Progress, and EAP), embedded content assessments, EdPerformance, HMM, benchmark tests in the core areas and teacher designed performance tasks and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

Multiple measures are used to determine the literacy and proficiency levels of English Learners. The CELDT, ELPAC, EDGE assessment (textbook based), SBAC and Benchmarks are used to place students in appropriate courses including core, core with advanced language support, and three levels of block ELA and ELD courses. This begins to address the level of support needed for students to improve their level of English language literacy, decrease the D/F rate, and close the achievement gap.

Perris High School uses the following standardized assessments:

The California Academic Assessment of Student Performance and Progress (CAASPP) consists of several key components, including:

- SBAC (Smarter Balanced Assessment Consortium tests) which include English-language arts (ELA) and mathematics (Math) in grade eleven.

The assessments under the CAASPP Program show how well students are performing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

- English Language Proficiency Assessments for California (ELPAC), an assessment of English language acquisition given to all students classified as English Learners.

Ed Performance Series: The ED 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. This assessment is used for special education students only.

EADMS: This system is used to view test results by standard as well as disaggregate data. The system is also able to administer custom exams.

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

Teachers use data to analyze current conditions and focus on developing a standards-based curriculum and 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 if their students are mastering the standards and when to make specific modifications to classroom instruction so they can better guide students toward improved academic achievement. They use the data to quickly and accurately respond to student areas of need and to influence teacher best practices during PLCs.

The school uses an ongoing assessment and monitoring system 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, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals 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)

All teachers at Perris High School meet the criteria for highly qualified. In addition, professional development is required for classes using SBE-adopted instructional materials. Follow-up staff development is provided for teachers who work with English Learners and those who desire to expand their repertoire of instructional strategies. All district and site staff development opportunities are planned in response to assessed needs of our students and based on the professional needs of the staff. Assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team Members review and evaluate assessment results to make determinations about the program improvement. 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. Subject Area Committees meet to evaluate how the standards are being met through the curriculum. Some committees have developed rubrics for key assignments, developed or revised end-of-level tests, aligned pacing guides to California State Standards, and chosen materials. Many are now implementing Common Core and the shift in instructional practices and assessment that will be necessary to ensure student success in Common Core curriculum. Many teachers are part of CCIT (Common Core Implementation Teams).

Staff development has focused on using data to inform instruction, instructional delivery and design, AVID strategies, best practices, technology and the Common Core. The district provides staff development during released time and after school. Every attempt is made to offer important information at multiple opportunities. Riverside County also provides staff development opportunities to district staff. Teachers have also received technology training through Google Apps for Educators and many are involved in content area training including Project Lead The Way, Expository Reading and Writing and the California Foreign Language Project. All of these opportunities increase the professionalism of our staff.

Perris High School Professional Learning Communities meet weekly. During these meetings, teachers work collaboratively on common assessments, standards based lesson plans, and analysis of student performance data. Accessible staff development in differentiated instruction for all student groups is needed. Additional weekly collaboration time is used for more PLCs, committee work, and direct collaboration with grade level and subject area peers.

To continue improving student achievement Perris High School will focus categorical resources on all areas of staff development, culture and climate, parental involvement, and college and career readiness. Outside consultants as well as site and district staff are regularly used to provide staff development and follow-up.

Workshops have included behavior management and support, Integrated ELD, robotics, writing IEPs, study skills, Common Core, technology, safety and crisis intervention.

Each site also has a technology coach to work with teachers in groups and individually to implement the use of technology. Perris Union High School District Scholar+ program provides a Chromebook for every students to enhance the use of technology in the learning environment. Teachers receive support in using the district learning management system (Power Learning) as well as Google Docs and Google Classroom. Additionally, as new apps are developed staff receives training on their use so they can integrate them into instruction as needed.

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

The school provides ELD and intervention teachers throughout the school year, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELD and intensive intervention instructional programs to improve student achievement. An EL coach will continue to be on campus to support stake-holders and serve students. The coach supports the delivery of instruction, helps ensure proper placement of students, and provides on-going data analysis to ensure that adjustments to student programs are made as needed.

Teaching and Learning

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

Perris High School has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The California Common Core State Standards serve as the framework for directing district goals, objectives, and School Learner Outcomes into an articulated curricular program designed to maximize learning for all students. The 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 standards along with reporting student progress in relation to the standards.

Staff is involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans (pacing guides) are aligned with state content 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. Common Core Implementation Teams design curricula and district wide assessments to align with the Common Core. On-going staff development and collaboration in the Common Core has prepared content areas to continue the shift in instruction and assessment necessary to prepare our student for Common Core assessments.(SBAC, Benchmark Performance Tasks)

Staff is continually solicited to determine which programs have been effectively utilized and which programs are not effective and no longer needed.

Administration and staff receives ongoing training in the creation of measurable and achievable goals in all curricular areas.

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

In order to ensure that all students achieve proficiency in California Common Core Standards, Perris High School provides a rigorous and quality educational program that prepares students for high school. 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, EIA, EIA/LEP, all are used to support the instructional program. As materials and curriculum become available to meet the standards of the Common Core they will be disseminated to staff and used with all students.

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)

All students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in core content areas. These materials are utilized daily as designed to support the needs of all students.

At all grade levels, teachers are using the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All teachers teaching core and intervention classes are using SBE adopted materials.

Teachers are integrating AVID and other effective instructional strategies into instruction and assessment to help prepare students for Common Core assessments. Revisions to the curriculum are ongoing as the assessments are implemented and funding and materials are being made available.

#### Opportunity and Equal Educational Access

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

In the 2016-17 school year Read-180 (Reading Intervention Program) was adopted and is still being used with fidelity. It is a literacy program that teaches phonics, grammar, reading, writing, listening, speaking, as well as other important areas of Language Arts. It is systematic and sequential in its presentation of vocabulary skills. It requires collaboration for English teachers and encourages all staff to participate. Students take this class in a double block. These students are assessed and may alternate between a mathematics and/or ELA instructor to assure that all areas of weakness are covered. The focus will be on effective interactive teaching and learning to maximize learning in all content areas.

Students have access to support materials on a Learning Management System PowerSchool (formerly Haiku) for additional help at their own pace. All students have a device to access the Internet and the District provides Wifi access to all students at all times on campus.

During Professional Learning Communities teachers discuss pacing and best practices. Common assessments are also reviewed to determine where re-teaching is needed.

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

Research shows that if you engage students in the learning process you will see increased achievement, increased attendance, and a decrease in discipline and behavior issues. Perris High School has focused on instructional strategies that increase student engagement and closes the achievement gap. All teachers write the essential question that drives instruction and students learning, how they will learn it, and how they will demonstrate their knowledge. All school staff is actively involved in student focused committees (PBIS, Parent Engagement, Teacher Technology, English Learner, Student Success and School Safety) with the goal to ensure that our educational practices are effective in supporting students and increasing achievement. Student, family and community engagement is the single most efficient, effective, and research-based approach to closing the achievement gap and delivers a comprehensive schema for teachers, support providers, and principals to ensure every student is interacting with content from bell to bell.

Staff have gone through extensive professional development. The site and district offer a variety of formats for staff development including summer programs, after school programs, release time, and winter break training. These are led by coaches, consultants, administrators and fellow teachers.

Staff will be charged with identifying and implementing interventions, mentorships, and remediations focusing on the most at-risk students including, but not limited to EL, Foster, low-achieving and SPED students. The goal is to target these students earlier and more effectively.

The 2018-19 school year will mark the pilot of the Alternative to Suspension which is a PBIS strategy that will give students the opportunity to learn how to modify their behavior without missing days of school.

## Parental Involvement

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

Student and parent engagement is increasing and can be seen through activities of the school site council, the level of participation at school functions, and participation in other district committees such as PELI and AAPAC. Student leadership is further tapped through school student representation at the district school board meetings, the Associated Student Body (ASB), English Language Advisory Committee (ELAC), School Site Council, and other advisory committees.

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 incentives are included in programs where it is determined they will be effective. Practices to reduce tardies and excessive absences have also been implemented. Many of the parent involvement activities are facilitated by a bilingual parent liaison who staffs the Parent Center. Parental development opportunities are also offered through the California Association of Bilingual Education (CABE) Project to Inspire. The following are some of the other programs integrating the community, families, students and the school:

Student Assistance Review Board (SARB) convenes when students exhibit excessive tardies or absences.

Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the SST consists of a representative from special education, Title I, ESL, regular education teacher, counselor, and any other personnel may attend if needed.

At-risk counseling services and support groups.

Project To Inspire (CABE)

Student of the month.

Corporate support for programs.

The Gluck program for the arts from University of California, Riverside.

Safe and Drug Free Schools activities- Friday Night Live

Link Crew

Motivational speakers

Student performance incentives

Home visits by administration, law enforcement and counseling

PELI- Parent Engagement Leadership Initiative

PBIS (Positive Behavior Intervention Support)- A discipline committee with an emphasis on proactive versus reactive interventions. Data in regards to discipline infractions, consequences, frequency, ethnic groups, and other significant subgroups are analyzed to help determine areas of concern and need for intervention. Positive messages are conveyed through assemblies, awarding of points for positive behavior, incentives for points, and recognition of students who exhibit core values as identified by the committee.

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. This includes research based parent involvement strategies.

District Leadership Team provides a districtwide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district and site Title I board policies on Parental Involvement. In addition, each site then evaluates the site Parental Involvement Plan and updates the activities that the site will conduct.

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, parent conferences, progress reports, the school marquee, school website, and Alert Now (automated telephone message delivery system).

Opportunities to Volunteer are available:

- Classroom Helper
- Athletic Programs
- WASC
- Coffee / Dessert with the Principal
- School Events
- Parent Patrol
- Parent Shadow Days

Parents are also asked to serve on the following committees:

- English Learner Advisory Council (ELAC)
- School Site Council (SSC)
- African American Parent Advisory Council (AAPAC)
- Parent Engagement Leadership Initiative (PELI)
- CABE: Project To Inspire

Parents are invited to attend the following school activities:

- Incoming Freshman Parent Orientation events
- Athletic Events
- Back to School Night
- Open House
- Parent Education opportunities
- Principal Coffees
- Student Performances
- FFA Events
- Club/ Organization nights
- Counseling sponsored events (Financial Aid, College admissions, Parent Portal, to name a few)
- Parent University

## Funding

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

The following are additional programs that use funds provided by categorical programs:

- Parent outreach and education (Goal 4)
- Gifted & Talented Education (GATE) (Goal 1)
- Advancement via Individual Determination (AVID) (Goal 1)
- Technology and English Learner Coaches (Goal 1)
- Incentive programs (Goal 3)
- Para-Educator for Alternative to Suspension (Goal 3)
- Career Technical Education (Goal 3)
- Technology (Goal 1)
- Staff development (Goal 1)
- Learning center (Goal 1)
- EL Support (Goal 1)
- PBIS (Goal 3)
- Student leadership training and support (Goal 3)
- Field trips and other enrichment opportunities(Goal 1)
- Innovative Teen Center

### 13. Fiscal support (EPC)

Perris High 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). PHS received categorical funds from Title I, 21st Century Assets Grant, AG incentive, CTEIG and Perkins to provide additional support for students at risk for not meeting state standards and graduation requirements.

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

As part of the LCFF/LCAP process a transcript audit was performed to see what kept students from graduating or meeting the A-G requirements for college entrance. It focuses on access and success. New policies have been put in place to address this area, however the growth is slow. Two things that need to happen is we need to identify and/or create pathways and corresponding capstone courses to give students a focus as they move through high school. With a focus on building effective collaboration through the PLC process departments need to identify those best Practices that are found to be most effective for their content area and make a concerted effort to develop them department-wide.

Using more data analysis is a school-wide critical area for follow-up in our WASC report. More types of data need to be made available and analyzed by staff including but not limited to D/F rate lists, transcripts, and grade distribution reports.

Use of the Career Center has increased as students have become aware of its existence and value to their career and college planning. The Career Center provides school-wide e-mails announcing scholarship availability and college and career speakers. The Career Center is the hub for community and business involvement in the school. This needs to continue and expand.

There still needs to be an on-going focus on school climate and culture; the PBIS (Positive Behavioral Intervention and Supports) committee is charged with further improvement.

There needs to be an on-going focus on digital citizenship to address the differing levels of understanding of the appropriate use of technology. Monitoring of what computers are actually being used for is needed to inform how staff manages the use in classrooms. Effective classroom management practices are essential in addressing student use of technology. Staff development in successful blending strategies is needed.

We have been building a strong field trip program and need to narrow the list to the most effective that serve the most students. Coordinated activities are needed to ensure accountability. College, industry, and more vocational destinations need to be included to anticipate the interests of all students.

Student engagement continues to be a concern. The Innovative Teen Center provides after school activities, a study hall and field trips. Follow-up surveys will help ensure that students are feeling more connected to school and that the program is having a positive effect on student achievement.

The use of PLCs has become more focused continuous training is ongoing. The WASC Progress Visit Visiting Committee Report suggests that 1) staff continue to focus on the analysis of student work/data to drive instruction, 2) the district continue to provide Professional Development on Common core and instructional strategies that will help increase student achievement, 3) staff identify and implement the most effective instructional strategies. PLC implementation training is still needed to ensure effectiveness of the process. The site WASC process will continue with periodic meetings of the committees to discuss progress and gather evidence for the next visit.

We must maintain an ongoing focus for addressing and modifying poor behavior. This focus would ensure that students are very clear regarding their understanding of what our expectations for them are. Further, our implementation of policy and practice must become consistent to ensure student buy-in which will foster a culture of life-long learning. Tardiness continues to be an issue, however through the school attendance committee we are making adjustments to policies and procedures to ensure that areas of concern are addressed and evaluated for improvement.

There is a need to continue to increase the a-g completion among students, data shows that 30.4% of students graduated a-g compliant. The AVID coordinator has two release periods, one is paid by the district and the other is paid by the site. Career Software that is provided is not used universally and many students are unaware of its availability. School-wide and grade level awareness regarding college and career resources needs to be addressed.

Overall the sheer number of students who are not achieving presents a task that needs a unique approach to closing the achievement gap, decreasing tardies, improving attendance and increasing school engagement while creating strong 21st Century learners.

Parent and family engagement opportunities have increased, however participation is not as high as desired. The school needs to better communicate what parent and family engagement looks like so that stakeholders have an expanded definition of parent and family engagement that is more inclusive and recognizes all of Epstein's model.

Related school goals:

Students in subgroups will improve their performance in ELA and math as demonstrated by a 3% increase in the number of students scoring AT or NEAR or ABOVE proficiency.

Increase the rate at which English Learners are reclassified by 3% each year.

Increase the usage of effective instructional strategies within the classroom by 3% each year.

All students will graduate from high school prepared for college and careers.

Increase the percentage of students meeting graduation requirements by 3%.

Increase the percentage of students completing A-G requirements by 2%.

Increase the percentage of students who have completed a pathway capstone class by 2%.

All departments and sites will provide a safe and positive environment for staff and students.

Increase the number of students participating in after school clubs, sports, activities, and academic organizations by 3%.

Reduce episodes of bullying, drug use, violence, and trancies by 3%. Maintain and build positive and safe working environments for staff and students by 3%.

Reduce the total number of suspendable incidents and days of suspension for students by 3%.

Ensure that every student and educator has at least one Internet access device and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.

Staff will use LMS offerings (ie. Power Learning) to post and communicate information for all stakeholders.

Improve communication among all stakeholders in English/Spanish.

Build parent capacity and participation in their child's education.

Increase participation with business and community to support school programs.

Increase parent usage of district student information system.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	564	573	594	541	549	560	539	547	559	95.9	95.8	94.3
All Grades	564	573	594	541	549	560	539	547	559	95.9	95.8	94.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2559.8	2530.9	2566.2	10	7	12.52	32	24	32.38	32	32	30.95	26	37	24.15
All Grades	N/A	N/A	N/A	10	7	12.52	32	24	32.38	32	32	30.95	26	37	24.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	15	10	20.04	59	55	52.42	26	35	27.55
All Grades	15	10	20.04	59	55	52.42	26	35	27.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	18	11	17.35	52	48	54.38	29	42	28.26
All Grades	18	11	17.35	52	48	54.38	29	42	28.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	11	14.49	65	59	65.12	24	30	20.39
All Grades	11	11	14.49	65	59	65.12	24	30	20.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	16	27.37	54	56	48.84	22	29	23.79
All Grades	24	16	27.37	54	56	48.84	22	29	23.79

**Conclusions based on this data:**

1. Scores for reading, writing, listening, and research/inquiry are flat showing no glaring strengths or weaknesses.
2. There is room for growth in all areas.
3. These scores are for the spring of 2014. As soon as 2015 scores are available comparisons will be made and more definitive goals created.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	564	573	590	540	549	558	537	547	557	95.7	95.6	94.6
All Grades	564	573	590	540	549	558	537	547	557	95.7	95.6	94.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2498.9	2502.0	2505.7	1	1	2.15	10	10	9.87	21	20	22.44	67	68	65.53
All Grades	N/A	N/A	N/A	1	1	2.15	10	10	9.87	21	20	22.44	67	68	65.53

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	4	5	5.75	29	22	23.88	67	74	70.38	
All Grades	4	5	5.75	29	22	23.88	67	74	70.38	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	2	2.87	44	45	38.78	54	53	58.35
All Grades	2	2	2.87	44	45	38.78	54	53	58.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	3	3.95	53	48	56.37	43	48	39.68
All Grades	3	3	3.95	53	48	56.37	43	48	39.68

#### Conclusions based on this data:

1. A large number of students scored below the standard in all areas. Virtually no students scored above the standard.

2. These scores are for the spring of 2014. As soon as 2015 scores are available comparisons will be made and more definitive goals created.
3. Problem solving and modeling/data analysis and communicating reasoning had many students at or near the standard, while concepts and procedures had a small percentage at or near the standard.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	17	6	6	38	34	41	29	41	37	10	14	12	5	5	4
<b>10</b>	12	13	17	39	45	39	31	24	32	10	13	7	9	6	4
<b>11</b>	15	10	27	44	40	46	28	25	17	5	15	7	7	11	3
<b>12</b>	16	3	11	40	27	42	29	45	23	5	14	17	10	11	7
<b>Total</b>	15	9	16	40	39	42	30	31	28	8	14	10	7	7	4

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	19	9	7	38	35	40	25	37	33	9	11	10	9	8	10
<b>10</b>	13	13	16	37	43	37	30	25	31	9	12	8	12	7	9
<b>11</b>	20	10	25	40	40	45	24	24	18	7	15	6	9	10	6
<b>12</b>	19	3	11	37	27	42	25	45	22	5	14	16	13	11	8
<b>Total</b>	17	10	15	38	38	41	26	31	26	8	12	10	11	8	8

#### 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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: 1. Improved Academic Achievement</b>
<b>LEA GOAL:</b>
All students will attain grade level proficiency in English Language Arts and math.
<b>SCHOOL GOAL #1:</b>
English/Language Arts and mathematics <ul style="list-style-type: none"><li>• Increase the percentage of students scoring at or making progress towards the Standards Met/ Standards Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP assessments in ELA and Math</li><li>• Increase the number of % English Learners meeting the California English Learner Indicator</li><li>• 100% of staff are appropriately assigned and fully credentialed in area taught</li><li>• Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.</li></ul>
<b>Data Used to Form this Goal:</b>
LCAP Goal #1 Site Data which includes: English Learner Progress Indicator CAASPP Performance Data Two Year Grade Data California Dashboard Information College and Career Indicator
<b>Findings from the Analysis of this Data:</b>
Scores exceeded the annual growth target for AMAO 1. There was an increase in reclassification data, which pushed us above the county average. Perris High School's ELP significant increase of 14%
<b>How the School will Evaluate the Progress of this Goal:</b>
Site Grade Data analysis, CAASPP Performance Data, California Dashboard Data, Site AMAO Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Technology for monitoring progress of SWD and low achieving students	August - June 2019	SPED department, ELA department	a. IXL and Manga High, etc.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	450
1.2 Student remediation and effective instructional strategies	August - June 2019	Administration, Certificated Staff	a. Instructional materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
			b. Instructional supplies- notebooks, binders,	4000-4999: Books And Supplies	Title I Part A: Allocation	8000
			c. Supplemental instructional materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3500
			d. Student planners	4000-4999: Books And Supplies	Title I Part A: Allocation	8000
1.3 Staff development - content area conferences, workshops, trainings- PLC	August 2017- June 2019	Administration, Certificated Staff	a. Registration, transportation, lodging	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7186
			b. Substitutes for teachers attending conferences	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
1.4 Enrichment for academics- Field trips, admission to venues, to supplement and enrich the academic program.	August - June 2019	Administration, Certificated Staff	a. Field trips, transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4500
			b. Substitutes	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	600
			c. Field trips student - admission	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
1.5 Community based learning for SPED- published materials and supplies, supplemental supplies for implementing community based learning.	August - June 2019	SPED department	a. Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	150
1.6 Extending Learning Time for learning beyond the classroom, ie. 20%, Maker Space, etc.	August - June	Administration, certificated staff	a. Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Student recognition and motivation	August - June	Administration, Certificated staff, support staff	a. materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			b. speakers	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
1.8 supplemental educational materials- classroom instruction, media for library.	August - June	administration, media specialist	a. media center	4000-4999: Books And Supplies	Title I Part A: Allocation	3000
			b. materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	430

## 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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: 2. Career and College Readiness</b>
<b>LEA GOAL:</b>
All students will graduate from high school prepared for postsecondary and career options or obtain a certificate of high school completion.
<b>SCHOOL GOAL #2:</b>
All students will graduate from high school prepared for college and careers. 1. Maintain the percentage of students meeting high school graduation requirements between 92%-94% annually 2. Increase the percentage of students completing A-G requirements by 3%. 3. Increase AP enrollment/passing rate by 3% 4. increase the % of high school juniors meeting or exceeding the standard on the ELA & math components of the High School CAASPP assessments. 5. Increase CTE pathway enrollment/completion by 3% annually 6. Increase student enrollment in AVID by 4% annually 7. Increase FAFSA Completion by 5% annually
<b>Data Used to Form this Goal:</b>
LCAP Goal #2 Site Data which includes: High School Graduation completion, a-g Completion, FAFSA Completion, AVID Success and Enrollment, Advanced Placement (AP) Enrollment and Success, Dual Enrollment Participation & Success, CTE Enrollment, Early Assessment Program data,
<b>Findings from the Analysis of this Data:</b>
The A-G completion rate, although there has been an overall decrease by 3% though, for the past two years 2016-17 A-G completion has remained steady at 30%  Dual enrollment numbers are down from 585 students in 2016-17 to 429 students enrolled in 2017-18 but the pass rate has increased 11.58% Enrollment in AP saw an increase in the 2017-18 school year CTE enrollment increased FAFSA completion rates had a 71% completion rate in 2017-18 There was a 61.5% increase in AVID enrollment, as well as a 79.52% A-G completion rate. The overall achievement of the African American subgroup is still low (dual enrollment, AP, Graduation).
<b>How the School will Evaluate the Progress of this Goal:</b>
Comparison of A-G data, graduation rate data when available, CTE pathway data when available and AVID data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 A-G and graduation requirement planning and training meetings for students, staff and parents- Parent Night for incoming students-	Spring 2019	Administration, teachers, counselors	a. Materials, posters	4000-4999: Books And Supplies	Title I Part A: Allocation	500
2.2 Software for AP readiness and review	August - June 2019	AP teachers	a. Albert IO Softwear	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4000
2.3 Increased educational opportunity- visits to colleges and guest speakers representing colleges and/or career fields	August - June 2019	Administration, Counselors, career center	a.Transportation  b.Substitutes	5800: Professional/Consulting Services And Operating Expenditures  1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation  Title I Part A: Allocation	1000
2.4 Involve students in activities promoting college-going culture and STEAM (Science, Technology, Engineering, Arts and Math)	August - June 2019	Administration, teachers	a.FAFSA incentives to promote FAFSA participation	4000-4999: Books And Supplies	Title I Part A: Allocation	500
2.5 Career Center- to provide students with resources for post-secondary options.	August - June 2019	Career center staff	a. Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	200

## 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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: 3. School Environment</b>
<b>LEA GOAL:</b>
All departments and sites will provide a safe and positive environment for staff and students.
<b>SCHOOL GOAL #3:</b>
All departments and sites will provide a safe and positive environment for staff and students. 1. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% annually 2. Reduce the disproportionality in the suspension rates of students with Disabilities and African American students by 1%. 3. Improve attendance indicators by 2.5% i.e. chronic absenteeism, truancy rates, and annual daily attendance. 4. Reduce the total number of suspendible incidents and days of suspension for students by 3%.
<b>Data Used to Form this Goal:</b>
LCAP Goal #3 Site Data which includes: Data on student referrals, suspensions, and expulsions Attendance data including, truancies and absenteeism Information regarding clubs, extracurricular activities, after school activities gleaned from interviews with the ASB accountant, Activities Director and the Innovative
<b>Findings from the Analysis of this Data:</b>
Suspension rates within the African American sub-group has significantly decreased over the past two years from 2017 to 2018 but is still disproportionate. Attendance rates for the after school program exceeded the attendance goals set by the grant funds that support the program. Truancy and tardiness/truancy has decreased but continues to be an issue. There has been a decrease in the incidents of bullying by 25% Decrease in suspensions and expulsions by 12.8% and 50%
<b>How the School will Evaluate the Progress of this Goal:</b>
Compare data with previous years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Team-building and school climate improvement (ie,Link Crew, PLUS leadership, Interact, Key Club, Friday Night Live, ASB, PBIS, etc.)	August - June 2019	Administration, teachers	a. Teacher training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500
			b. Student training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7960
			c. Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			d. Substitutes-	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	450
3.2 PBIS - peer mentoring, and motivation/incentives	August - June 2019	Administration, Certificated staff	a. Materials and supplies including t-shirts for peer mentors, instructional materials, incentives, and supplies for activities.	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
3.3 Attendance, tardies and behavior expectations and monitoring	August - June 2019	Administration, Certificated Staff	a. Incentives, materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	800
			b. Pay reasonable and necessary expenses associated with classified personnel for purposes of addressing attendance, tardies, and behavior	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1000
3.4 PBIS: Alternative to Suspension Para-Educator	August - June 2019	Administration	Classified Salary & Benefits	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	60000

## 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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: 4. Parent Involvement</b>
<b>LEA GOAL:</b>
Secure and strengthen the home-school community connections and communications.
<b>SCHOOL GOAL #4:</b>
<ol style="list-style-type: none"><li>1. Establish family friendly volunteer policies to recruit and organize help and support from parents</li><li>2. Expand trainings, workshops, courses for parents and community members to build capacity and connections that will empower, engage, and connect parents to support academic achievement.</li><li>3. Identify and incorporate resources and services within the community to strengthen school programs and family practices that positively impact student learning and development.</li><li>4. ensure the school has multiple methods to facilitate two-way communication with staff, families, and community members on an ongoing and consistent basis.</li></ol>
<b>Data Used to Form this Goal:</b>
Social Media accounts, Parent Participation Recap, Parent Surveys, School activity sign-in sheet data, Infinite Campus user report data analysis
<b>Findings from the Analysis of this Data:</b>
More parents are logging into the Infinite Campus app at a more consistent rate. There has been a 2% increase in parent logins to the Infinite Campus app. There has been an increase in parent presence on campus by approximately 5% Parent access to programs and classes on campus has increased
<b>How the School will Evaluate the Progress of this Goal:</b>
Compare data of parent participation in school events/trainings/workshops; Increase use of Social Media; Parent login data from Infinite Campus Parent Portal

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318(c)(1))	October 2018	LEA, SSC, PELI (Parent Engagement Leadership Initiative) committee	Materials and supplies for annual parent meeting; parent elections	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))			Coffee with the principal, School Site Council, PELI, AAPAC, ELAC, CABE, Parent Patrol	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1250
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))						
D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).)						
E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B))			Materials and supplies for parent engagement notifications	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C))						
Building Capacity: A. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1))	August 2018 - May 2019	Admin	Institute CAFE Project to Inspire classes for parents	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5000
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))	August 2018 - May 2019		Materials and supplies for Parent/ family engagement projects	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1587
C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3))						
D. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4))	August 2018 - June 2019		Materials and supplies.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5))						
F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14))						
G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)						
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	August - June 2019	Administration	a. Child care during trainings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1950

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic content areas.</b>
<b>SCHOOL GOAL #1:</b>
<ol style="list-style-type: none"> <li>1. To increase the percentage of all students who are proficient/advanced proficient in English Language Arts by 3% and Math by 3% annually.</li> <li>2. To close the achievement gap by increasing the percentage of Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in ELA and Math by 5% annually.</li> <li>3. To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually.</li> <li>4. To increase the percentage of 8th grade students enrolled in Algebra/Integrated I who are proficient/advanced proficient by 3% annually.</li> </ol>

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

## 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
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,450.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	61,600.00
4000-4999: Books And Supplies	Title I Part A: Allocation	29,180.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	25,146.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	5,450.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,950.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,837.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	5,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I Part A: Allocation	126,826.00
Title I Part A: Disadvantaged Students	1,000.00
Title I Part A: Parent Involvement	10,787.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	5,450.00
2000-2999: Classified Personnel Salaries	63,550.00
4000-4999: Books And Supplies	34,017.00
5000-5999: Services And Other Operating Expenditures	30,146.00
5800: Professional/Consulting Services And Operating	5,450.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	48,416.00
<b>Goal 2</b>	6,200.00
<b>Goal 3</b>	72,210.00
<b>Goal 4</b>	11,787.00

## 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
Kenia Acosta				X	
Cynthia Avila-Medina				X	
Marilee Menez				X	
Leslie Quezada					X
Antonio Guillen					X
Odalis Aguirre					X
Heather Avila		X			
Elizabeth Lyman		X			
Jacqueline Cooper		X			
Janis Taylor		X			
Gabriela Lopez			X		
Juan Santos	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</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

X 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

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

African American Parent Advisory Council - (AAPAC)

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 31, 2018.

Attested:

Juan Santos

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

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

\_\_\_\_\_  
Date

Heather Avila

\_\_\_\_\_  
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	8, 11, 21 (1.2,1.3), 32 (4.6,4.7)
<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	6-13, 21 (1.2,1.3), 25 (2.4), 29 (3.1-3)
<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	31-32 (4.1-9)
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	6,8,21 (1.3)
<input type="checkbox"/> PD affords increased opportunity for participation	6,8,21 (1.3)
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	6,8,21 (1.3)
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	6,8,21 (1.3)
<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	19,23
<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	11
<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	LEA, See Centralized Services pages
<input type="checkbox"/> <b>Parent Involvement</b> —Strategies to promote effective parental involvement	30-32 (Goal 4)
<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	10,11,21 (1.4, 1.7), 25 (2.4, 2.5)
<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”	LEA, 6,7

**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>	8-11, 21, 22,
<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>	
□ Instruction by <b>highly-qualified teachers</b>	LEA
□ 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	6,8,21
□ <b>Strategies to attract high quality highly-qualified teachers</b> to high-need schools	LEA
□ Strategies to <b>increase parental involvement</b> in accordance with Section 1118, such as family literacy services	30-32 (Goal 4)
□ 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	NA
□ 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	3, 5-7, 20, 31
□ Strategies for <b>timely and effective assistance</b> to students that need additional help	5-8, 11, 20-22, 24
□ <b>Coordination and integration of federal, state,</b> and local services and programs	See Centralized Services pages