The Single Plan for Student Achievement

School: Perris High School

CDS Code: 33-67207-3335973

District: Perris Union High School District

Principal: Nicholas Hilton

Revision Date: June 5, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Perris High School's Vision and Mission Statements

Our vision for students: Upon graduating from Perris High School, students will have: A vision of a successful future, a vision of their individual place in a successful future, and the academic, social cultural, and personal tools to get there.

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 1899 and relocated to its present site in 1961, Perris High School has a rich history in Southwest Riverside County. The student population is approximately 2,547 with 95 classroom teachers, 5 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. Perris High School is becoming a high tech school that prepares students for the 21st century. Perris Union High School District is a one-to-one device district, with all students having access to an individual laptop. Major structural improvements have been made and more are planned to create a flexible and state-of-the-art facility.

The fact that our community is geographically spread out provides both opportunities and challenges. The opportunities lie in the resources and enrichment experiences that our area provides. Students and staff receive benefits from the cultural and ethnic diversity resulting from a student population that comes from varying backgrounds. The challenge is 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 school-site advisory, standing and special committees regarding the focus of the school's Single Plan for Student Achievement, 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 2009 WASC report and the Principal's strategic plan were included. Perris High School receives schoolwide Title I funding.

Staff development focuses on 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 Single Plan for Student Achievement.

Perris High School operates on a modified traditional calendar, with an early August start and early June end date. PHS has altered the bell schedule to accommodate Professional Learning Communities (PLC). PLCs are data-driven and focus on sharing best practices, using data to guide instruction, adopting consistent strategies, vertical alignment, and curriculum planning/pacing.

Elementary schools from the Perris Elementary School District and Pinacate Middle School feed into Perris Union High School. Perris High School became a Program Improvement school in 2009 after not making sufficient growth in subgroups for two consecutive years.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis 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 2012. However, the data used for the SPSA was from 2010-11. Data gathered from past 2010-2011 California School Climate Survey of school staff was used as well as some data from parent responses to the California School Parent Survey. As a part of the LCAP process students, staff, parents, and community members were surveyed.

Classroom Observations

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

Classroom observations will be conducted according to the Strategic planning guide beginning in 2013-14 school year. Only a few Action Walks were held during the 2012-13 school year. The participants found an increase in the posting of objectives, standards and agendas in the classroom. Also, more use of varied instructional strategies was observed.

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 (CSTs, EAP, CMAs), embedded content assessments, EdPerformance, CAHSEE, DRP, the Test of Silent Reading Fluency, 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.

Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development (ELD) program classifies students by level of proficiency. There are four levels, 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. CAHSEE diagnostics were administered to 9th graders in the spring in the past. With the implementation of the Common Core, different alternatives to assess student performance levels for classroom placements or interventions are being considered. Interventions are put in place prior to the CAHSEE Census Administration.

Perris High School uses the following standardized assessments:

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
- California English Language Development Test (CELDT), 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 compare data.

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 increase the turn-around time for results of ongoing assessments in order to quickly and accurately respond to student areas of need and report summative and formative data 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.

Teachers have received more training on the use of EADMS as outlined in the strategic plan so they can extract achievement data and determine appropriate instructional responses for students.

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.
Staff development has focused in five areas: using data to inform instruction including usage of EADMS, instructional delivery and design including Learning Objectives with Language and writing lesson plans, AVID strategies, best practices, technology and the Common Core. The district provides staff development during released time and after school. The site holds "lunch and learn" staff development sessions, as well as training during staff meetings, PLCs, and after school. Every attempt is made to offer important information at multiple opportunities.
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.

In order to exit Program Improvement, Perris High School will continue to focus categorical resources on all areas of staff development and increase differentiation and student engagement opportunities. Outside consultants as well as site and district staff are regularly used to provide staff development and follow-up.
Best practices workshops have included behavior management and support, robotics, D.R.E.S.S. for success, writing IEPs, study skills, Brain Gym, autism spectrum, 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.

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 ongoing, 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.

The district provides support in technology, ELA and math. A process for classroom visitations is being planned to help gather data on the use of instructional strategies and the implementation of Common Core.

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 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 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)

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 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)

The reading intervention program for students who score Below Basic and Far Below Basic is Pearson Longman Keystone. It is a literacy program, teaching 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. Training for English teachers and encourages all staff to participate. Students take this class in a double block. We have a strategic intervention program for students who have not passed the CAHSEE. These students are diagnosed and alternate between a mathematics and 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 (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. As a Program Improvement school, Perris High School has focused on instructional strategies that increase student engagement and closes the achievement gap. All teachers write learning objectives that describe what students will learn, how they will learn it, and how they will demonstrate their knowledge. Tardies are monitored by a PLASCO system that tracks frequency of tardies and assigns consequences. Student 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 staff development training. The site and district offer a variety of formats for staff development including summer programs, after school programs and prep-period trainings. These are led by coaches, consultants, administrators and fellow teachers.

<u>Parental Involvement</u>

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

Student and parent commitment is improving and can be seen through activities of the school site council, the level of participation at school functions, and participation in other district committees. 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. Programs to reduce tardies and excessive absences have also been implemented. 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.
An on-site bilingual Parent-Community Liaison to work with staff, students and parents.
Parenting classes and English classes for parents who do not speak English.
The Hispanic Literacy Project.
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
Mentoring programs are available on a mandatory and voluntary basis to build connectedness
Link Crew
Assemblies for students who improve or do well on testing, attendance, or GPA
Motivational assemblies
Student performance incentives
Home visits by administration, law enforcement and counseling

The SAP (Students Assistance Program) program has been instrumental in improving the attendance and achievement of some of the most at-risk students by conferencing with the students and the parents together, making them aware of the consequences of poor achievement and attendance, then offering them appropriate resources to curtail high risk behaviors.

PBIS (Positive Behavior Intervention Support)- A discipline committee has started meeting 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.

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, paraeducators and administrators.

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

Economic Impact Aid (EIA): These funds are a state categorical program that provides supplemental funds to support additional programs and services for English learners (EL) and (2) compensatory education services for educationally disadvantaged students.
Key stakeholders participate in these committees such as the District Advisory Committee that meets three times a year to discuss and review the Consolidated Application Programs and Local Education Agency Plan (LEAP). The District English Language Acquisition Committee (DELAC) meets monthly to review progress of our English Learners through the Title III EL Master Plan. Representatives from Perris High School serve on each of these committees.

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 Title I board policies on Parental Involvement. In additional, each site then

Parents are notified by mail of the Program Improvement status prior to school starting

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
Parent Club
Parent Engagement Leadership Institute
WASC
Coffee / Dessert with the Principal
School Events

Parents are also asked to serve on the following committees:
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Athletic Parent Involvement
ASB

Parents are invited to attend the following school activities:
Incoming Freshman Parent Orientation Night
Athletic Events
Back to School Night
Open House
Parent Education Nights
Principal Coffees
Student Performances
Diploma and Beyond
FFA Events
Club/ Organization nights

<u>Funding</u>

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
Gifted & Talented Education (GATE)
Advancement via Individual Determination (AVID)
Tutoring
Math, English/Language Arts, English Learner Coaches
Incentive programs
Latino Family Literacy Project
On-site bilingual Parent-Community Liaison in the parent center
Career Technical Education
Technology
Staff development
Learning center
EL Support
A+ Credit Recovery
CAHSEE intervention classes
CAHSEE Preparation
Safe and Supportive Schools
Mentoring programs (Miss Panther, SWAG, clubs, etc.)
Friday Night Live
Boot camps
Field trips
Project Wisdom- daily announcements, lesson plans, and activities

The following are additional programs that use funds provided by supplemental and concentration funding:

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).

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. Now policies need to be put in place that will increase both by changing the way we do things. 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. We also need to use a diagnostic tool to identify students who are in danger of not passing the census administration of the CAHSEE and work with them before they have a chance to fail the exam. As the focus moves away from a heavy emphasis on instructional strategies and replaces a myriad of mandates with

a simplified WICOR model, departments need to identify those strategies that are found to be most effective for their content area and make a concerted effort to develop those department-wide. (WASC, SPSA)

The strategic plan outlines specific steps to improve both teaching and learning including the submission of weekly lesson plans, using the LOL (Learning Objective with Language) format uniformly for teachers to write objectives, having daily objectives written in similar locations in classrooms, more use of EADMS to inform instruction, the walk through process, and the use of academic language. Not all of these have been fully implemented and many will need staff development before they can consistently applied. In addition to the strategic plan the area of 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 to staff including but not limited to D/F rate lists, transcripts, and grade distribution reports- rather than relying on standardized test data (CAHSEE and CST).

The Career Center has essentially been nonexistent for most of the last three year and has recently opened again. The challenge is to make it a part of the Perris High School culture and thus a valuable resource for students. The Career Center could also be the hub for community and business involvement in the school.

A comprehensive staff development program with calendar is planned for 2014-15 to increase visibility and access to staff development opportunities. Staff development opportunities also need follow-up beyond the initial training session. (WASC) As a part of this it is also necessary to create a system for determining the effectiveness of the professional development that makes its way into the classroom as instructional strategies. (WASC) One way to do this is to resume regularly scheduled walk-throughs (Strategic Plan, WASC).

The data from the varying school climate surveys has been used sparingly in the past. PBIS (Positive BEhavioral Intervention and Supports) and the site plan will be used create a safe and positive environment for staff and students.

The second year of Chromebook one-to-one technology use promises to be absent of many of the hiccups from the first year that can be attributed to lack of time to prepare for instructional use, the absence of effective instruction in digital citizenship and lack of familiarity with the technology for students and teachers.

A study of the effectiveness of the tutoring programs (SES and site run) still needs to be conducted for effectiveness in increasing achievement as well as grades and connectedness.

With the success of the Parent University has come a new dilemma- how to get the parents who are on campus more intentionally involved in the education of their students. Course offerings in the Parent University have been varied and the focus needs to move towards building parent capacity.

Routines, behavior expectations, and consistency of practices are all needed to increase a culture of life-long learning.

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 proficient/advanced.
Increase the rate at which English Learners are reclassified by 3% each year.
Increase the usage of AVID 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%.
Increase the percentage of students in each subgroup who pass the California High School Exit Exam during their sophomore year 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 truancies 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. Haiku) 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

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,715	1,792	1,725	50	48	46	164	176	154	15	20	23
Growth API	693	689	690	705	769	760	685	653	646	834	801	810
Base API	677	689	691	698	701	772	617	682	655	837	835	801
Target	6	6	5				9	6	7			
Growth	16	0	-1				68	-29	-9			
Met Target	Yes	No	No				Yes	No	No			

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,454	1,516	1,479	886	953	866	1,572	1,654	1,618	159	176	158
Growth API	690	688	689	642	641	641	688	685	689	510	464	466
Base API	681	687	690	621	638	644	673	685	687	468	505	469
Target	6	6	6	9	8	8	6	6	6	17	15	17
Growth	9	1	-1	21	3	-3	15	0	2	42	-41	-3
Met Target	Yes	No	No	Yes	No	No	Yes	No	No	Yes	No	No

Conclusions based on this data:

1. Perris High School is showing growth on the API schoolwide and for most subgroups.

2. Though there is steady growth in most groups, the targeted growth is not being met.

3. The subgroups not showing steady growth fluctuate bewtween large gains and decreases.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	100	100	100	94	99	98	99	100	100	88
Number At or Above Proficient	283	224	250	7	11	8	25	19	17	--	--	
Percent At or Above Proficient	43.3	36.0	42.0	53.8	55.0	66.7	35.7	33.3	32.1	--	--	--
AYP Target: HS	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	100	98	98	100	99	99	100	97	98	100
Number At or Above Proficient	243	186	216	102	66	86	251	194	237	6	12	5
Percent At or Above Proficient	43.9	35.2	42.0	30.8	20.4	27.5	42.8	34.3	41.4	11.8	16.2	9.8
AYP Target: HS	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	No	Yes	--	--	--

Conclusions based on this data:

1. English learners show strong growth, recovering from a previous deficit and nearing the 2011 levels.

2. Overall the deficit from the last year has not been made up. Only the white students made net gains over the last two years.

3. Gaps persist for African-American, Hispanic, SED and SWD students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	97	99	100	100	100	99	93	99	100	100	88
Number At or Above Proficient	296	253	261	9	9	9	25	17	17	--	--	
Percent At or Above Proficient	45.1	41.1	44.2	69.2	45.0	69.2	35.7	30.9	31.5	--	--	--
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	98	99	99	97	100	100	98	100	99	97	100
Number At or Above Proficient	250	217	225	121	98	108	265	221	248	8	10	6
Percent At or Above Proficient	45.0	41.4	44.3	36.2	30.3	34.5	44.9	39.4	43.7	15.4	13.7	11.5
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	No	Yes	--	--	--

Conclusions based on this data:

1. Most losses have been recovered except for African-American students and students with disabilities.

2. We anticipate staying in program improvement due to the lack of growth of subgroups and the school overall.

3. Unfortunately, SWD continues to drop.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9	9	6	53	36	64	43	14	9	8	5	148
10	17	11	70	45	41	26	17	11	12	8	157
11	23	15	71	46	38	25	13	8	10	6	155
12	11	10	35	32	45	41	15	14	3	3	109
Total	60	11	229	40	188	33	59	10	33	6	569

Conclusions based on this data:

1. The majority of students are intermediate or higher.

2. Students continue to make growth.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9	9	6	53	36	64	43	14	9	9	6	149
10	17	11	70	44	41	26	17	11	15	9	160
11	24	15	71	45	39	25	15	9	10	6	159
12	11	10	35	32	45	41	15	14	4	4	110
Total	61	11	229	40	189	33	61	11	38	7	578

Conclusions based on this data:

1. The majority of students are intermediate or higher.

2. Students continue to show growth.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	433	470	569
Percent with Prior Year Data	100.0%	94.9%	89.6%
Number in Cohort	433	446	510
Number Met	187	270	286
Percent Met	43.2%	60.5%	56.1%
NCLB Target	54.6	56.0	57.5
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	52	400	58	420	61	516
Number Met	6	107	10	192	11	251
Percent Met	11.5%	26.8%	17.2%	45.7%	18.0%	48.6%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**No**	**No**	**No**	**Yes**	**No**	**Yes**

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

Conclusions based on this data:

1. Dropped below the annual growth target for AMAO 1.

2. Students with less than 5 years of EL instruction did not reach English proficiency targets, while those with 5 or more years of instruction in El met the target for percentage reaching English proficiency.

3. Students did not meet the AYP proficiency rates in English-Language Arts or mathematics.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers	1,292	1,424	1,650
Percent with Prior Year Data	100	91.1	88.2
Number in Cohort	1,292	1,297	1,456
Number Met	753	860	913
Percent Met	58.3	66.3	62.7
NCLB Target	54.6	56.0	57.5
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2010-11		**2011-12**		**2012-13**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	168	1,183	171	1,295	158	1,516
Number Met	29	509	35	748	39	856
Percent Met	17.3	43	20.5	57.8	24.7	56.5
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**No**	**No**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	**2011-12**	**2012-13**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Conclusions based on this data:

1. District programs are effective in helping students meet all the targets.

2. Perris High School is not reaching the targets at the district level.

3. The percent proficient at PHS appoaches the goal, but is below the target.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English/Language Arts and Mathematics
LEA GOAL:
All students will attain proficiency in the core content areas. 1.1 Increase the percentage of students in all subgroups who are proficient/advanced in ELA by 3% and in Math by 3%. 1.2Increase the upward movement of English Learners by 3%. 1.3Increase the percentage of students who are enrolled in AVID by 4%
SCHOOL GOAL #1:
English/Language Arts and mathematics •   Students in subgroups will improve their performance in ELA and math as demonstrated by a 3% increase in the number of students scoring proficient/advanced. •   Increase the rate at which English Learners are reclassified by 3% each year. •   Increase the usage of AVID instructional strategies within the classroom by 3% each year.
Data Used to Form this Goal:
All AYP and API data, CELDT data Percentages of students at or above proficiency in English/Language Arts Percentages of students at or above proficiency in mathematics (2012)

Findings from the Analysis of this Data:

Perris High School is showing growth on the API schoolwide and for most subgroups
Though there is steady growth in most groups, the targeted growth is not being met.
English learners show strong growth, recovering from a previous deficit and surpassing the previous high percent proficient or above. (ELA) (API)
Overall the deficit from the last year has not been made up. Only the white and EL students made gains over the last two years. (ELA) (API)
Gaps persist for African-American, Hispanic, SED and SWD students. (ELA)
Overall the deficit from the last year has not been made up. Only the white students made net gains over the last two years. (ELA) (AYP)
English learners show strong growth, recovering from a previous deficit and nearing the 2011 levels. (ELA)(AYP)
Gaps persist for African-American, Hispanic, SED and SWD students. (ELA)(AYP)
Most losses have been recovered except for African-American students and students with disabilities. (Math) (AYP)
We anticipate staying in program improvement due to the lack of growth of subgroups and the school overall. (Math) (AYP)
SWD scores continue to drop. (Math) (AYP)
English Learners dropped below the annual growth target for AMAO 1.
English Learners with less than 5 years of EL instruction did not reach English proficiency targets, while those with 5 or more years of instruction in El met the target for percentage reaching English proficiency.
English Learners did not meet the AYP proficiency rates in English-Language Arts or mathematics.

How the School will Evaluate the Progress of this Goal:

Analysis of test data during the 2014-15 school year. AYP and CAHSEE census administration (March 2015)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expansion of the AVID program schoolwide.	On-going beginning August 2014	administration and teachers	Substitutes- 10 substitutes for 5 sessions @ 125	1000-1999: Certificated Personnel Salaries	Other	6250
			conference fees	5800: Professional/Consulting Services And Operating Expenditures	Other	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student remediation and effective instructional strategies- (ie. schoolwide AVID)	ongoing starting August 2014	administration and teachers	Instructional materials and supplies (ie, AVID library)	4000-4999: Books And Supplies	Title I Part A: Allocation	3500
			instructional supplies- notebooks, binders,	4000-4999: Books And Supplies	Title I Part A: Allocation	15000
			annual license for Study Island	4000-4999: Books And Supplies	Title I Part A: Allocation	13125
			Supplemental instructional materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
Staff development - content area conferences, workshops, trainings- PLC	throughout 2014-15	teachers, administration	registration, transportation, 6 conference @ $1000	5000-5999: Services And Other Operating Expenditures	Other	4000
			substitutes for teachers attending conferences 6 @ 125	1000-1999: Certificated Personnel Salaries	Other	750
Enrichment for academics			field trips, transportation		Other	25000
			substitutes		Other	11000
			admission		Other	15000
			materials		Other	250
Diagnostic to determine proficiency levels in ELA and Math	Fall 2014	administration, counseling	provided by district			
Extended Learning Time- after school tutoring, enrichment and transportation	ongoing beginning August 2014	administration, counseling, and counselors	1. late bus for students attending tutoring	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6000
			2. certificated tutors- 4 tutors, 30 weeks, 2days a week, $40 hourly rate plus benefits	1000-1999: Certificated Personnel Salaries	Other	9600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supplemental educational materials-classroom instruction, media for library, reconfigure library/media center to accommodate student use	on-going	administration, medial specialist	safari montage	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
			media center	4000-4999: Books And Supplies	Title I Part A: Allocation	7000
			media center	6000-6999: Capital Outlay	Other	8000
CELDT and CAHSEE Boot Camps			CELDT t raining- 10 days-teacher release time-substitutes and planning	1000-1999: Certificated Personnel Salaries	Title III	1250
			hourly Boot camp - 50 hours @ $40	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Motivational assemblies and recognition			materials, supplies, certificates		Title I Part A: Allocation	3000
			speaker fees		Title I Part A: Allocation	2500

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Career and College Readiness
LEA GOAL:
All students will graduate from high school prepared for college and careers. 2.1 Increase the percentage of students meeting graduation requirements. 2.2 Increase the percentage of students completing A-G requirements. 2.3 Increase the percentage of students who have completed a pathway capstone class. 2.4 Increase the percentage of students in each subgroup who pass and/or meeting proficiency levels of the California High School Exit Exam.--
SCHOOL GOAL #2:
All students will graduate from high school prepared for college and careers. 1 Increase the percentage of students meeting graduation requirements by 3%. 2 Increase the percentage of students completing A-G requirements by 2%. 3 Increase the percentage of students who have completed a pathway capstone class by 2%. 4 Increase the percentage of students in each subgroup who pass the California High School Exit Exam during their sophomore year by 2%.--
Data Used to Form this Goal:
2012-13 57.3 percent of students in the school were enrolled in courses required for UC/CSU admission, however only 26.7 completed all courses required for admission. 100 percent of students who completed a CTE program earned a high school diploma. Of the CTE courses offered 60 percent are sequenced/articulated with post-secondary education. (SARC)
Findings from the Analysis of this Data:
Many students do not follow a career path. A low percentage of students complete the A-G requirements for admission to 4 year colleges upon graduation from high school. The focus of CTE courses on articulation with postsecondary programs and career pathways results in a high level of student success.
How the School will Evaluate the Progress of this Goal:
Improvement of A-G completion rate. Continuation of success of CTE programs. AYP and API scores. Course catalog.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career Software (ie. Bridges)	on-going	administration, Career Center, counseling	Bridges career guidance license	5900: Communications	Title I Part A: Allocation	855
A-G and graduation requirement planning and training meetings for students, staff and parents	fall 2014-	adminstration, teachers, counselors	materials, posters,	4000-4999: Books And Supplies	Other	750
Staff development in transcript analysis, A-G focus, and career development.	fall 2014	department chairs, counselors,	release time, substitutes 10 days at $125	2000-2999: Classified Personnel Salaries	Other	1250
Increased educational opportunity- visits to colleges and guest speakers representing colleges and/or career fields	ongoing beginning fall 2014	administration, counselors, career center	transportation	5800: Professional/Consulting Services And Operating Expenditures	Other	25,000
			substitutes	1000-1999: Certificated Personnel Salaries	Other	11,000
			guest speakers	5000-5999: Services And Other Operating Expenditures	Other	5000
extended school day 0 and 7th period	beginning fall 2014	administration, counseling, teachers	.2 FTE for each class, 4 classes	1000-1999: Certificated Personnel Salaries	Other	80,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
involve students in activities promoting college-going culture and STEAM (Science, Technology, Engineering, Arts and Math)	ongling	administration, teachers	academic decathlon, fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	575
			academic decathlon materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
			academic decathlon extra duty hourly for coaches, 8 hours for 4 coaches	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1280
			other conferences	5000-5999: Services And Other Operating Expenditures	Other	2000
			substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	625
			competition fees	5000-5999: Services And Other Operating Expenditures	Other	500
			transportation	5000-5999: Services And Other Operating Expenditures	Other	4200
			PSAT for 10th graders	4000-4999: Books And Supplies	Title I Part A: Allocation	600
			academic/career/college testing and test-prep	4000-4999: Books And Supplies	Other	3200
Career Center-	ongoing	career center staff,	materials,	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			supplies,	4000-4999: Books And Supplies	Title I Part A: Allocation	250
			technology- high volume printer, etc.	6000-6999: Capital Outlay	Other	3000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Environment
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students. 3.1 Increase the number of students participating in after school clubs, sports, and academic organizations. 3.2 Reduce episodes of bullying, drug use, violence, and truancies. 3.3 Maintain and build positive and safe working environments for staff and students. 3.4 Reduce the total number of suspendable incidents and days of suspension for students by 3% annually.---
SCHOOL GOAL #3:
All departments and sites will provide a safe and positive environment for staff and students. 1 Increase the number of students participating in after school clubs, sports, activities, and academic organizations by 3%. 2 Reduce episodes of bullying, drug use, violence, and truancies by 3%. 3 Maintain and build positive and safe working environments for staff and students by 3%. 4 Reduce the total number of suspendable incidents and days of suspension for students by 3%.---
Data Used to Form this Goal:
School Climate Index. California Healthy Kids Survey,
Findings from the Analysis of this Data:
School Climate Index improved by 23 points, ahead of the state, but slightly behind similar schools. 2013 data shows a decline in perceived support and engagement, but lower levels of victimization, violence and substance use.
How the School will Evaluate the Progress of this Goal:
Compare data from most recent index with previous years

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage students in before, during and after school activities that involve mentorship			substitutes- 8 days for activities	1000-1999: Certificated Personnel Salaries	Other	1000
			hourly rate for teacher leaders, 4 teachers at 8 hours a week for 30 weeks	1000-1999: Certificated Personnel Salaries	Other	48,400
Freshman success camp to prepare and motivate incoming freshmen	summer 2014	administration, counselors , teachers	teacher prep and collaboration time- 4 teachers for 10 hours	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1600
			materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	400
Team-building and school climate improvement (ie,Link Crew, PLUS leadership, Interact, Key Club, Friday Night Live, ASB, etc.)	ongoing	administration, teachers	teacher training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			student training	5000-5999: Services And Other Operating Expenditures	Other	3000
			materials and supplies,	4000-4999: Books And Supplies	Title I Part A: Allocation	300
			substitutes- 6 days	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	750
Motivational/ guest speakers to address climate concerns	ongoing	administration, teachers, counselors	fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1500
			substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	750

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Parent Involvement
LEA GOAL:
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. 4.1 District departments will use tech LMS offerings (ie. Haiku) to post and communicate information for staff and parents. 4.2 Improve communication among all employees within the district. 4.3 Build parent capacity and participation in their child's education. 4.4 Increase participation with business and community to support school programs. 4.5 Increase parent usage of district student information system.-
SCHOOL GOAL #4:
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. 4.1 Staff will use LMS offerings (ie. Haiku) to post and communicate information for all stakeholders. 4.2 Improve communication among all stakeholders in English/Spanish. 4.3 Build parent capacity and participation in their child's education. 4.4 Increase participation with business and community to support school programs. 4.5 Increase parent usage of district student information system.------
Data Used to Form this Goal:
School Climate Report , sign-in sheets
Findings from the Analysis of this Data:
48 percent of parents feel the are consulted before the school makes important decisions. 79 percent of parents feel that the school has a supportive learning environment for their child. 63 percent believe that the school is a safe place for their child. (2012 data)
How the School will Evaluate the Progress of this Goal:
Parent sign-in sheets, survey results, record of numbers of unduplicated parents involved in activities,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create committees of parents, teachers and students to review, rewrite and distribute the home-school compact to reflect the school and district goals. Flexible number and times of meetings	August 2014	Title I lead, administration	printing, collation and stuffing- inland presort open po	5000-5999: Services And Other Operating Expenditures	Other	1500
			mailing of final product-Inland presort open PO-postage	5000-5999: Services And Other Operating Expenditures	Other	750
Hold Parent Expo to discuss the site plan, involvement opportunities, and status of the school. Hold SSC elections	August 2014 (third week of school)	Title I lead, administration, parent liaison	materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
workshops and trainings (ie. standards, assessment, monitoring student progress, college bound issues and improving student achievement. (including Infinite Campus), CAHSEE, CELDT,, developmental assets, etc.)	ongoing	Title I lead, parent liaison, administration, counseling	mailing to notify parents of training opportunities and dates Inland presort- po	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1200
			paper	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800
			pre-printed envelopes 2,500	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	750
			parent literature to include in mailings and bags at parent functions	4000-4999: Books And Supplies	Other	400
			child care- extra child care workers for additional events	2000-2999: Classified Personnel Salaries	Title III	400
			classified overtime	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	400
Mult-week intensive parent training.	fall and spring dates		fees	5000-5999: Services And Other Operating Expenditures	Other	4000
			refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150
			extra child care	2000-2999: Classified Personnel Salaries	Other	320

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent University- ie. literacy, GED, Zumba, reading groups, etc.) and recognition	ongoing	administration, Parent Center staff	instructors- 8 classes a week, $40 per hour, for 40 weeks		Title I Part A: Parent Involvement	12,800
			instructional materials,	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	950
Coffee/dessert with the principal monthly for interested parents to participate in and formulate suggestions affecting the education of their children	August through May	principal, parent liaison	refreshments- open purchase order Panther Den,	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	750
			advertising (banners),	4000-4999: Books And Supplies	Title I Part A: Allocation	200
Distribute parent volunteer form to inform parents of involvement opportunities.	August/September	admininstration, parent liaison				
Parents attend conferences on parenting, education, Common Core, college readiness, dtc.	three times a year	Title I Lead, Parent Liaison	transportation for three trips	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1800
			conference registration	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1500
			ELAC trainings, BEST awards, other recognition- trransportation	5800: Professional/Consulting Services And Operating Expenditures	Title III	1400
			ELAC trainings registration	5800: Professional/Consulting Services And Operating Expenditures	Title III	500

Planned Improvements in Student Performance

School Goal #5

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic content areas.
SCHOOL GOAL #1:
1. To increase the percentage of all students who are proficient/advanced proficient in English Language Arts by 3% and Math by 3% annually. 2. To close the achievement gap by increasing the percentage of Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in ELA and Math by 5% annually. 3. To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually. 4. To increase the percentage of 8th grade students enrolled in Algebra/Integrated I who are proficient/advanced proficient by 3% annually.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide on going professional development.	August 2014-June 2015	Educational Services	CCIT, Common Core alignment, teacher release time for collaboration, technology training, vertical teaming, sub cost, teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	8,000
			AVID Tutor cost	2000-2999: Classified Personnel Salaries	Title I	206,894
			AVID Summer Institute, Write Path Training, AVID EXCEL, Tutor Training, Consultant Contracts, content specific workshops and conferences	5000-5999: Services And Other Operating Expenditures	Title I	38,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental materials and resources to increase student engagement and close the achievement gap and address significant sub groups.	August 2014 to June 2015	Educational Services	Scholar Plus: maintain, replace and upgrade hardware and software for students, increase student access to technology and resources, materials and supplies for AVID classrooms.	4000-4999: Books And Supplies	Title I	78,270

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in preparing all students for high school graduation and post-secondary and career options.
SCHOOL GOAL #2:
1. To increase the percentage of students meeting graduation requirements to 90%. 2. To increase the percentage of students completing A-G requirements for college entrance by 5% annually. 3. To increase the percentage of all students that pass the California High School Exit Exam by 4% annually and meet or exceed proficiency by 2% in both English Language Arts and Math. 4. To increase the percentage of students participating in Career Technical Education/pathway capstone courses by 5% annually. 5. To Increase the percentage of high school junior students having passed the English Language Arts and Math components of the Early Assessment Program by 3% annually.

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in providing a safe and positive environment.
SCHOOL GOAL #3:
1. To increase the number of students participating in afterschool clubs, sports and academic organizations on all school campuses throughout our district. 2. To reduce incidences of bullying, drug use, violence, suspensions/expulsions and truancies on all campuses throughout the district by 3% annually.

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in improving communication and participation of all stakeholders.
SCHOOL GOAL #4:
1. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually. 2. Increase parent capacity and participation in their child's education by 10% annually. 3. Increase business and community participation by 10% annually.

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Other	26,250.00
	Title I Part A: Allocation	5,500.00
	Other	25,000.00
	Title I Part A: Parent Involvement	12,800.00
1000-1999: Certificated Personnel Salaries	Other	157,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,005.00
1000-1999: Certificated Personnel Salaries	Title III	1,250.00
2000-2999: Classified Personnel Salaries	Other	1,570.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	400.00
2000-2999: Classified Personnel Salaries	Title III	400.00
4000-4999: Books And Supplies	Other	4,350.00
4000-4999: Books And Supplies	Title I Part A: Allocation	47,375.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,900.00
5000-5999: Services And Other Operating	Other	24,950.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	5,075.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,200.00
5800: Professional/Consulting Services And	Other	30,000.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	9,300.00
5800: Professional/Consulting Services And	Title III	1,900.00
5900: Communications	Title I Part A: Allocation	855.00
6000-6999: Capital Outlay	Other	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Other	280,120.00
Title I Part A: Allocation	75,110.00
Title I Part A: Parent Involvement	18,300.00
Title III	3,550.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	37,800.00
1000-1999: Certificated Personnel Salaries	165,255.00
2000-2999: Classified Personnel Salaries	2,370.00
4000-4999: Books And Supplies	55,625.00
5000-5999: Services And Other Operating Expenditures	31,225.00
5800: Professional/Consulting Services And Operating	41,200.00
5900: Communications	855.00
6000-6999: Capital Outlay	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,725.00
Goal 2	142,585.00
Goal 3	60,700.00
Goal 4	31,070.00

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
Cynthia Clark	[ ]	[ ]	[ ]	[X]	[ ]
Dionne Daniels	[ ]	[ ]	[ ]	[X]	[ ]
Becky. Turnage	[ ]	[ ]	[ ]	[X]	[ ]
Marilee Menez	[ ]	[ ]	[ ]	[X]	[ ]
Keth Pichta Pal	[ ]	[ ]	[ ]	[ ]	[X]
Thomas Macias	[ ]	[ ]	[ ]	[ ]	[X]
Jacqueline Padilla	[ ]	[ ]	[ ]	[ ]	[X]
Vinsent Mendez	[ ]	[ ]	[ ]	[ ]	[X]
Norma Carrillo	[ ]	[X]	[ ]	[ ]	[ ]
Jackie Cooper	[ ]	[X]	[ ]	[ ]	[ ]
Greg Wise	[ ]	[X]	[ ]	[ ]	[ ]
Barbara Naples	[ ]	[ ]	[ ]	[ ]	[ ]
David Sanchez	[ ]	[X]	[ ]	[ ]	[ ]
James Stotlar	[ ]	[X]	[ ]	[ ]	[ ]
Debra DeMar	[ ]	[ ]	[X]	[ ]	[ ]
Lynne Sheffield	[X]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	**1**	**6**	**1**	**4**	**4**

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)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

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

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on May 21, 2013.

Attested:

Nicholas Hilton
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Jacqueline Cooper
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date