

The Single Plan for Student Achievement

School: Perris Lake Continuation High School
CDS Code: 33-67207-3330172
District: Perris Union High School District
Principal: Dean Hauser
Revision Date: May 19, 2017

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 September 20, 2017.

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School Vision and Mission

Perris Lake Continuation High School's Vision and Mission Statements

Our vision at Perris Lake High School is to provide all students every opportunity to be a successful global citizen.

The mission of Perris Lake High School is to provide an alternative educational experience, constructively assist students with credit recovery, and guide them toward college and career goals.

We expect and are confident that our students are able to grow as successful global citizens. We have a clear set of SLOs :

Perris Lake Falcons will SOAR to be....

Scholarly:

Display measurable academic success toward graduation.

Be self-directed.

Be eager to engage in study strategies that promote success.

Be critical thinkers.

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

Organized:

Be able to follow directions and complete assignments on time.

Be clear, complete and concise with all school work.

Come to school prepared to work with notebook, pen or pencil, and Chromebook.

Be collaborative and productive through the use of technology.

Accountable:

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

Be motivated and strive to continuously improve.

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

Respectful:

Show respect for themselves, other students, and staff.

Be polite, articulate, and well-mannered.

Dress for success and adhere to school and classroom policies.

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

School Profile

DISTRICT PROFILE

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

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

With the population just over 68,386 (United States Census Bureau 2010), Perris is spread out over 31.5 square miles of land, encompassing both incorporated and unincorporated areas. Perris Union High School District serves about 13,955 students in grades

five through twelve in this vast area. The district consists of one middle school, one charter school, three comprehensive high schools, one alternative education schools, and one adult school.

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

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

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

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

Our school district has grown immensely in the past two decades. Our district enrollment in the 2016-2017 school years is about 13,955 students. We have three traditional high schools (Perris High, Paloma Valley High, and Heritage High), one alternative school (Perris Lake High School), one middle school (Pinacate Middle), a charter school (The California Military Institute), and an adult education program (Perris Community Adult School).

SCHOOL PROFILE

Perris Lake High School (commonly referred to as The Lake) began on the original Perris High School campus that was built in 1910 on San Jacinto Street in downtown Perris. A continuation program was established and flourished. In 1979 the successful program was moved to the southwestern section of Perris on the corner of Ellis and "B" Street. Perris Lake High School has continued to grow over the years. A new wing was dedicated in 1989 with 4 classrooms, a library, administrative offices and a staff lounge. Another wing of 5 portables was added in 1991. In the summer of 2001 5 five new portable classrooms were added to the campus bringing our current number of classrooms to sixteen. Our multi-purpose room has also gone through many facelifts. It was first remodeled in July of 1992 and again in 2010 and is currently in its final stage of remodeling to include a large Makerspace where students along with an instructor will have the opportunity to be actively engaged in the hands-on involvement of designing and creating with 21st-century tools. This type of critical thinking will help students develop the critical skills needed in the fields of science, technology, engineering, and math. Perris Lake High School continues to be a successful and valuable alternative education center servicing students in grades 11 and 12. Perris Lake High School offers core academic classes, elective classes, and A+ credit recovery. Our students are given the opportunity to be involved with intramural sports including volleyball, basketball, soccer, football and table tennis. A few of the available clubs on campus for students to join include: Associated Student Body, Senior Class

Club, FNL, lunch-time music jam, and Leading Lights Bible Club. We have a growing connection with the community and our school is well perceived by our neighbors. Our students under the supervision of one of our teachers provide community service by going out into the community to help some of our neighbors with small jobs such as yard work and fence painting and repairs. We have a few community members that come out weekly to meet with the Leading Lights Bible Club at lunch.

The certificated and classified staff members of Perris Lake High School are focused on learning and dedicated to the pursuit of excellence. Our commitment is to challenge and stimulate students to develop character, skills, and goals that will help them become knowledgeable and contributing members of society. Starting with the 2014-2015 school years, Perris Lake High School implemented a twelve-week trimester schedule, which enables students who have fallen behind on course credits to recover credits to a greater degree. Our students have been very successful under the trimester schedule and we anticipate this success to continue as we enter into our fourth year under this schedule. Students are given the option of returning to their home high school to graduate with their regular graduating class. It is common for many of the students that have that specific option, to remain and graduate from Perris Lake High School. Our commencement ceremonies are formal and well-attended. The school is in session from 8:45 AM to 2:22 PM on Mondays. Teachers arrive at 7:45 AM which allows them scheduled time for Professional Learning Community meetings. PLC time allows teachers to meet regarding student learning, teaching strategies, and progress toward student graduation. The school is in session from 7:45 AM to 2:22 PM on Tuesday through Friday. Our staff remains on campus until 3:10 PM Monday through Friday. The afternoons are reserved for: Collaboration time and other school related business, such as all-staff meetings, technology training, Positive Behavior Interventions and strategies committee meetings, graduation committee meetings, leadership team meetings, safety meetings, PELI meetings and general school/staff morale building activities. Wednesday afternoon staff meetings are used to document students that need assistance and encouragement to improve in finishing what they began in the classroom. Staff members meet with students and parents in our "Bump in the Road" parent conferences as needed to intervene when a student is failing and to come up with a plan to get them back on track. Staff members provide positive outreach to parents via phone calls, emails and/or "Falcon cards."

Teacher Credential Status, October CBEDS
 # of Teachers Full Credentialed University Intern
 # % # %
 9 9 100 0 0.0

Relevant Data Concerning Students at Perris Lake High School

Enrollment Data

Student enrollment at Perris Lake High School fluctuates with the needs of our school district. Enrollment for the 2016-2017 school year at Perris Lake High School is approximately 417 active students at any one time. Throughout the course of the year, PLHS will often educate between 500- 600 students. Some students return to their comprehensive high schools, some graduate early, and some earn additional credits and then transition to other schools. The student body is one that is culturally, economically, and linguistically diverse. The ethnicity figures for Perris Lake High School are:

- Hispanic 77.0%
- White/Caucasian 12.2%
- African-American 9.4%
- Other Ethnicities 1.7%

In approximately 30% of the households of PLHS students, English is not the primary language. Seventy-three percent (73%) of Perris Lake Students qualify for the free or reduced lunch program. According to the latest Perris Lake High School parent survey, 18.4% did not finish high school, 57.9% have finished high school, 7.9% completed an Associate Degree, 5.3% hold a Bachelor's Degree, and 10.5% reported having a Graduate or Professional Degree.

Absence Profile

Attendance is a priority at Perris Lake High School. Student attendance is carefully monitored by our student information program, Infinite Campus, to identify student trends. In the event of tardies or absences, a computerized telephone service receives attendance information from the Infinite Campus system and makes automated phone calls to supervisors informing parents/guardians of any irregularities in their child's attendance, whether the absence is for one period or the entire school day. The attendance rate has dropped in the past two years. The 2012-2013 school year, the attendance rate was 81.1%, 2013-2014 82.75%, 2014-2015 80.1% and the 2015-2016 school attendance rate dropped down to 77.52%. Chronic attendance issues are consistent before students arrive at The Lake. We are constantly working to improve our attendance rate. We have started using Attendance contracts on students with chronic attendance issues and this has had a positive impact on attendance. The district has begun meeting with parents and students who have attendance issues and have developed steps to deal with chronic absenteeism. From 2014-15 through the same time period during 2016-17. Attendance has increased an average of 3% annually. Tardies have decreased by 26%. Truancies have decreased by 30%, and the overall truancy rate has decreased schoolwide by 3%.

Safety Data

Perris Lake High School uses an assertive discipline program. Serious classroom disruptions or Ed Code violations are handled by the administration. The security force at Perris Lake High School is made up of one 8 hour campus supervisor, one 6 hour supervisor, and two part-time supervisors, who patrol the grounds, visit classrooms and assist the administrative team with infractions. Both the student and parent surveys indicate a positive feeling about the safety and cleanliness of the campus. Statistics on suspensions and expulsions follow:

Suspensions and Expulsions

School wide	2013-2014	2014-2015	2015-2016
Suspensions Rate	28.2%	13.7%	14.0%
Expulsions Rate	1.52%	0.2%	0.0%

From 2014-2015 through the same time period during 2016-2017 suspensions are down 67% and Expulsions are down 50%. Incidents of bullying/harassment and intimidation are down 60%. Incidents of drug use/possession are down 40% and incidents of violence are down 33%.

District wide

Suspensions Rate	13.06%	7.4%	8.4%
Expulsions Rate	0.53%	0.1%	0.1%

Staff

There are 26 permanent staff members at PLHS: 2 Administrators, 8 Classroom teachers, 1 Counselor, 1 Special Education case manager, 1 Special Education Para-educator, and 13 Classified staff members. The morale of PLHS staff has been on a steady increase. Two new administrators at the start of the 2014-2015 school year brought a breath of freshness with a renewed commitment from the district level to help meet all of the needs of Perris Lake students. The staff report that they feel safe and supported and respected at PLHS. Several of our staff members have worked at the Lake for over 20 years and about half of our staff are long-time employees of both the district and Perris Lake. The staff at Perris Lake High School work together well as a team. They are eager to identify the needs of the students, brainstorm positive interventions, and have a willingness to do whatever it

takes to help our students be successful.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Overview of Student Survey:

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

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

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

Overview of Parents Survey Data

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

Overview of Staff Survey Data

97% of the responding staff indicated that they were supported by the on-site administration. A few of the staff members expressed a desire for more training in the implementation of technology in their classroom. The staff feels that our curriculum is preparing the graduates for the outside world (95%0).

Classroom Observations

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

Perris Lake High School administration conducts regular informal observations as well as scheduled formal observations. The administration also makes their presence known on campus by visiting classrooms daily not as to observe, but more as a show of support.

The teachers at Perris Lake High School welcome the administration and co-workers to come into their classrooms to observe and collaborate with them.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Results from benchmark exams, formative exams, CELDT and SBAC are used to determine what areas of deficiency most need to be addressed. Differentiation of instruction is highlighted, and all students are expected to make gains every year, not just pass their classes.

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

Data is used to drive instruction and is intertwined throughout the academic program at Perris Lake High School. Teachers attend PLC meetings in which they break down and analyze student achievement data.

Staffing and Professional Development

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

All district and site staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of our staff. Assessment data are utilized in the annual updating of the school plan. Principals, Leadership Team members, PLC's and School Site Council Committee members review and evaluate assessment results to make determinations about the program improvement. They also analyze assessment data to determine the strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject area committees meet to evaluate how the standards are being met through the curriculum. They have developed rubrics for key assignments, devolved or revised end-of-level tests, aligned lessons to the standards, and developed new lessons.

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

Content experts, technology coaches, AVID, professional development, BITSA and feedback from observations are all used to assist and support teachers. Several teachers became certified in digital citizenship during the 2016-2017 school year. One of the technology coaches and a classroom teachers are co teaching a group of PLHS teachers to become Google Certified Instructors.

Teaching and Learning

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

All courses and materials used at Perris Lake High School are aligned to the California State Content and Performance Standards as well as the Common Core State Standards. Teachers collaborate in PLCs to assure they are covering content levels and increasing rigor needed to be able to preform at the level of the Common Core State Standards. Department heads meet monthly with their Subject Area Committee (SAC) to collaborate and review curriculum and instructional materials ensuring that their lesson plans are aligned with the Common Core State Standards.

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

Perris Lake High School is in compliance with the Williams Act. All students have access to text books in their classrooms as well as a set of text books to take home. The teachers at Perris Lake High are highly trained and provide the rigorous education that is needed to prepare students for their future. Teachers in all subject areas are provided with the instructional materials needed to support their educational program. Title I funds are available as well to use to supplement their programs.

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

Perris Lake High School uses SBE-adopted and standards-aligned instructional materials, including intervention materials in all ELA and Math courses. These materials are also available and used if needed in the regular classrooms.

Opportunity and Equal Educational Access

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

Perris Lake High School is in compliance with ESEA as services are provided by the regular program to enable under performing students to meet the standards such as ELA and Math support classes, credit recovery courses, and SPED support. The district provides all students with Chrome books and provides Wifi internet access to all students while on the school campus through ScholarPlus.

9. Research-based educational practices to raise student achievement

Perris Lake High School uses research-based educational practices to drive instruction such as DII, Data driven instruction, and AVID strategies like Cornell note taking and WICOR. Since the implication of 1-1 technology, instructors have begun using technology in their classrooms. Haiku and Google Classroom are used to improve success. Students are being instructed on the use of Infinite Campus and regularly check their grades.

Parental Involvement

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

The district continuously offers workshops, trainings and guest speakers for parents to gain the knowledge and tools that will help them to help their students. The district provides paid private tutoring through a number of vendors for our underachieving students. Breakfast is provided free for all students which helps them to concentrate so they are able to do better in school. The school offers intervention support classes in ELA and Math. We also provide SPED support, and CELDT Boot Camps. Perris Lake has many committees and teams in place to assist with under-achieving students and the student body as a whole. Some of the committees are listed below:

Student Study Team (SST)

Positive Behavior Intervention Support (PBIS)- A discipline committee with an emphasis on proactive versus reactive interventions. We use BIP's to connect with our Juniors sooner and to document failing grades before it is too late.

Attendance Committee meets to discuss students with poor attendance and discuss interventions

Student Assistance Review Team (SART) intervenes when students start to exhibit an unusually high pattern of tardies/ absences. Pupil Services provides Attendance and Behavior contracts to encourage and support student achievement as a further intervention tool.

Student Assistance Review Board(SARB) intervenes when students exhibit excessive tardies and/or absences. They assist the school with home contacts, meeting with the student and families of those with chronic attendance issues.

At-risk counseling services and support groups.

Student of the month

SOAR awards- Student performance and attendance incentives

Safe and Drug Free Schools- Friday Night Live

Safety Committee

SSC- School Site Council

PELI- Parent Engagement Leadership Initiative (School, Family, and Community Partnerships)

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)

At this time Perris Lake High School has two advisory groups made up of parents, community members, teachers and students. These groups meet to review the planning, implementation, and evaluation of the Consolidated Application programs. These committees are the School Site Council membership of twelve which consist of the Principal, four teachers, a SES Tech, two parents, one community member and three students. These members are involved in the planning, implementation, and evaluation of the School Site Plan. With the frequent turnover of students throughout the year we often find ourselves short on membership and having to make changes in membership mid-year. We have amended our bylaws to add an alternate position in each of the four areas to help alleviate the lack of representation in any one area with the large turn over we experience. The other advisory group is our PELI committee- Parent Engagement Leadership Initiative. This is a partnership between the school, family and the community to involve parents and the community with activities in the school.

Title I is a program that falls under the Consolidated Application. The funds from Title I 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.

The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district 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 stay informed on upcoming events and school activities through email, newsletters, parent conferences, progress reports, school website, remind, and Alert Now (automated telephone message delivery system).

Parents are asked to serve on the following committees:

School Site Council

PELI

English Learner Advisory Council (ELAC)

WASC

School activities that parents are invited to attend:

Student Orientation

Back to School Night

Open House Parent Education Nights

SOAR Awards

FAFSA Night

Coffee/Tea with the administrator

Dinner with the principal

Senior Pinning Ceremony

Graduation

Funding

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

Perris Lake High School having been identified as an under-performing school and in Program Improvement, qualifies for categorical funds. Some of the services provided by categorical funds are:

Paid Private Tutoring

Instructional materials for teachers school wide

Professional Development for Staff

Extra duty pay for staff who provide a service on parent workshop nights

Field trip fees and transportation cost for subject related core content and college/career-related field trips

Funds to support our library with updated reading materials

Funds are also used to build an effective partnership among the school with parents and the community

13. Fiscal support (EPC)

Perris Lake 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). Funds are also used to build the parent/community/school partnership.

Description of Barriers and Related School Goals

Students' success in school depends on effective partnerships among school staff, parents, and members of the community. Although there are many programs in place to ensure the elimination of academic barriers, there are still a few areas of concern that inhibit our students from reaching their full potential. Such as:

- Our population of Juniors have a belief (which may be justified based on graduation numbers) that they can slack off as a Junior because they have time to finish their classes as a Senior. The recent addition of strict entrance contracts may have a positive impact on these numbers.
- There is a concern about safety while walking to and from school, with the long distance that our students have to walk. The busing perimeter being 4.9 miles it is too far for students to walk safely to and from school especially during the winter months.
- We do not offer a late bus for after school programs so we are not currently offering any official programs, although we are always available for any students who request to stay after school for additional help.
- Students, especially those walking home, are exhausted and too tired to do homework by the time they reach home.
- Students jump out of school early, skip school altogether and work late hours because they need to work to help support the family, as a result of this they come to school late and/or tired.
- Students come to school hungry, for some the only meal they get is at school and it really is not sufficient enough to fill them.
- Attendance continues to be a high concern for us as chronic absenteeism continues to climb. Chronic attendance issues are consistent even before they arrive at The Lake. Many of our students are late to school or absent all -together due to being expected to

take care of younger siblings. (The staff believes that we get too many students enrolled at PLHS that have chronic attendance problems)

- Parents simply do not make an effort to be involved. This is simply a continuation of what they did at the last school.
- Social and emotional barriers at home are common.
- Student engagement continues to be a concern. Although we have seen a large increase in student engagement over the past two years, we need to continue to build programs that make our students feel more connected to the school, and continue to monitor the programs to ensure they are having a positive effect on student achievement.
- We offer many college field trips but we are lacking in industry and vocational destinations. We need to include these destinations to our field trip offerings and would appreciate any assistance from those that have relationships with those businesses.
- Limitations of the current program to enable underperforming students to meet standards:

Teachers identified areas where they needed additional information and training to assist students in meeting standards. They included ways to involve parents in students' learning, additional professional development, technology training, and they identified more specific instructional strategies and techniques to improve student academic performance.

Plans for the 2017-2018 school year to involve parents include: question and answer open forms for parents, and invites to college field trips, an increase in the number of SSC meetings and coffee/tea with the admin. The principal had added small group dinners with parents and it proved to be a great success. The plan is to continue with this for the 2017-18 school year. These dinners are not funded by Title I, the funds will come out of the school's general fund.

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	158	132		136	104		117	102		86.1	78.8	
All Grades	158	132		136	104		117	102		86.1	78.8	

* 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	2440.2	2471.4		0	1		5	7		15	33		65	59	
All Grades	N/A	N/A	N/A	0	1		5	7		15	33		65	59	

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	1	1		34	46		64	53	
All Grades	1	1		34	46		64	53	

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	1	1		19	34		78	65	
All Grades	1	1		19	34		78	65	

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	1	2		27	55		69	43	
All Grades	1	2		27	55		69	43	

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	3	3		38	54		56	43	
All Grades	3	3		38	54		56	43	

Conclusions based on this data:

- 1.

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	158	132		121	101		114	98		76.6	76.5	
All Grades	158	132		121	101		114	98		76.6	76.5	

* 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	2410.3	2399.6		0	0		0	0		5	1		89	99	
All Grades	N/A	N/A	N/A	0	0		0	0		5	1		89	99	

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	0	0		5	2		95	98		
All Grades	0	0		5	2		95	98		

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	0	0		24	20		76	80	
All Grades	0	0		24	20		76	80	

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	2	0		37	40		61	60	
All Grades	2	0		37	40		61	60	

Conclusions based on this data:

1.

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
11	7	3	7	29	39	52	43	45	37	21	10	4		3	
12	19	3	13	50	36	45	26	50	40	6	8	3		3	
Total	15	3	10	43	37	48	32	48	39	11	9	3		3	

Conclusions based on this data:

1. Due to the absence of data we are unable to draw a conclusion at this time. As data becomes available a conclusion will be drawn.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	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
11	6	3		33	39		42	45		18	9			3	
12	19	3		49	37		27	50		5	8			3	
Total	14	3		43	38		33	48		10	8			3	

Conclusions based on this data:

1. Due to the absence of data we are unable to draw a conclusion at this time. As data becomes available a conclusion will be drawn.

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.

SUBJECT: Academic Proficiency
LEA GOAL:
All students will attain proficiency in all academic content areas. 1a. Increase the percentage of students scoring at the Standard Met/Standards who are proficient /advanced in ELA by 3% and in Math 3% annually. 1b. Move students a performance band on the Common Core State Standards (CCSS) unit assessments in ELA and Math. 1c. Increase the percentage of English Learners meeting the Annual Measurable Academic Objectives (AMAO) by 5%. 1d. Increase the percentage of English Learners that reclassify to Reclassified Fluent English Proficient (RFEP) by 5%. 1e. Increase reading levels for all English Learners a minimum of two grade levels as measured by their reading inventory assessment score. 1f. Ensure that 100% of teachers are highly qualified and meet all CCTC requirements.
SCHOOL GOAL #1:
All Perris Lake High School students will be taught using AVID methodologies and other similar strategies and Perris Lake High School will increase the percent of students passing all ELA and Math courses by 2%; Perris Lake High School will increase the percent of English Learners increasing a band on the CELDT by 3%.
Data Used to Form this Goal:
Percentages of students at or above proficiency in English/Language Arts Percentages of students at or above proficiency in mathematics School Accountability Report Card Progress reports and report cards D/F rates CELDT results

Findings from the Analysis of this Data:

1. Math D/F rate decreased: 1st trimester 20% from 15/16. 2nd trimester had a 58% D/F for juniors and 54% D/F for seniors.
2. ELA rate D/F decreased: 1st trimester 9% from 15/16 - 2nd trimester 33% from 15/16
3. A+ success rate of passed classes: 1st trimester 60% (110/185) - 2nd trimester 56% (185/327)
4. 98% of our EL students are in the process to reclassify as RFEP
5. All PLHS EL students belong to Cohort B - Students in US Schools greater than 5 years.
 - a. 84% of students tested in 2016 are at CELDT Level 4 or 5
 - b. 88% of students tested in 2015 were at CELDT Level 4 or 5
 - c. 94% of students tested in 2014 were at CELDT Level 4 or 5

How the School will Evaluate the Progress of this Goal:

Re-evaluate CELDT levels every 6 weeks
 Data analysis
 PLC best practices and data di-segregation
 Benchmark analysis to inform instruction
 Utilize EADMS data management system
 Grade analysis
 SBAC assessments/API
 Ed performance and IEP goal attainments
 Blueprint Assessments
 Curriculum-embedded assessments
 Curriculum: Infuse new Common Core curriculum with Common Core Standards, and determine current levels and interventions. Develop SBAC style assessments to determine ongoing progress
 Weekly, monthly and annual progress
 The counselor will monitor all students for academic success.
 Weekly PLC meetings
 Teacher Collaboration
 Identify areas of concern by cluster, standard, and objective.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Regularly review data and compare to SPSA to reflect accurate needs to be addressed	August 2017 - May 2018	Title I Lead and Admin	a. Release time to attend Title I meetings, training's and workshops. Sub coverage	1000-1999: Certificated Personnel Salaries	Title I	450

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Ongoing collaboration and professional development in AVID strategies, CCSS implementation, PBIS, and technology	August 2017- May 2018	District Admin Site Admin All Teachers PARA's	a. Teacher attendance at AVID conferences, PLC institutes, content specific conferences, CCSS conferences, and workshops.	5000-5999: Services And Other Operating Expenditures	Title I	1000
			b. substitutes for teachers attending conferences	1000-1999: Certificated Personnel Salaries	Title I	300
1.3 Offer ELL students a CELDT Boot Camp during the school day to provide intensive specific instruction.	September 2017	Admin in charge of CELDT, ELA/ELL Teachers	a. Boot Camps provide intensive help in preparing for CELDT 1 teacher 1x yr. CELDT 1 day sub coverage @150	1000-1999: Certificated Personnel Salaries	Title I	150
1.4 Ensure that teachers in all content areas and the Library are provided supplemental supplies and resources to increase student performance	August 2017 - May 2018	Site admin. Dept. Teachers Title I lead	a. Provide supplies and materials for teachers to ensure students have the opportunity to be prepared for their classes as well as when they graduate.	4000-4999: Books And Supplies	Title I	4460
			b. Renew magazine subscriptions for the Library	4000-4999: Books And Supplies	Title I	260
1.5 Motivate students to work diligently on their A+ courses through the use of incentives.	August 2017 - June 2018	A+ Teachers Admin	a. Purchase approved incentive items.	4000-4999: Books And Supplies	Title I	1,147

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.

SUBJECT: Graduation, College and Career Readiness

LEA GOAL:

All students will graduate from high school prepared for postsecondary and career options.

2.1 Increase the percentage of students meeting high school graduation requirements by 3% annually.

2.2 Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.

2.3 Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in instructional minutes by 25 minutes in 2015-16.

Increase in annual participation in:

1. A-G completion 5%

2. AP enrollment/passing rate by 3%

3. High school juniors passing ELA and Math Components of Early Assessment Program (EAP) by 3%

4. CTE pathway completion by 3%

5. Dual Enrollment in AVID by 4% annually

SCHOOL GOAL #2:

Perris Lake High School will increase the graduation rate by a minimum of 2% over the 2017-18 school year (focusing on October and March graduates) as measured by district and site graduation data using 2016-2017 completion rates as baseline.

Data Used to Form this Goal:

Graduation Completion Rate

Career Technical Education Enrollment (CTE)

2 year college enrollment

Use of AVID strategies

Early Assessment Program (EAP) status

SBAC Results

FAFSA Completion

Yearly credit status

Findings from the Analysis of this Data:

1. Graduation has increased from 52% in 2013/14 to 86% in 2015/16. The increase from last year was 11%.
2. FAFSA completion has increased from 12% in 2013/14 to 31% in 2015/16. The increase from last year was 7%.
3. Early graduation before Christmas increased from 11 in 2013/14 to 30= up to this point of the last year. Approximately 300% increase.
4. Attendance has increased 5% over the same period from last year.
5. Discipline:
 - a. Suspensions are down 33% over the same time period between 2014/15 and 2016/17
 - b. Referrals are down 44% over the same time period between 2015/16 and 2016/17

How the School will Evaluate the Progress of this Goal:

Graduation rate, Completion rate, two-year college enrollment, CTE enrollment, and yearly credit status. A Counselor will monitor student enrollment and completion each trimester. The school will track two- year College and CTE enrollment

FAFSA Completion

Application process for enrollment

Counseling notified as soon as a student withdraws

Visit homes of low attending students

Continue with Adult Ed. collaboration

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

Parents are notified of graduation requirements and notices are sent to parents concerning progress towards graduation

Conferences are scheduled when needed

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

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

Identify clear expectations for standards mastery for all students.

Maintain Student Study Team

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

All ELA English IV students will complete a post-secondary inventory and build a college and careers portfolio

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

Create a 0 period for students in credit recovery with out a credit recovery class

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Encourage students to graduate and expose them to the opportunities of post secondary options through visits to local and regional schools, colleges and universities, securing guest speakers representing colleges and vocational/technical career fields.	August 2017 -May 2018	Admin. Counselor Teachers	a. Transportation costs - 3-4 trips per year for 20-30 students each to visit schools	5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
2.2 Perris Lake will host two FAFSA nights for students and parents. Admin will pull students prior to FAFSA to start the process. ON FAFSA night assistance is provided to students and parents in filling out the FAFSA application.	October 2017/ February 2018	Admin. Counselor Teachers	a. Provide snacks and drinks for students, parents and child care.	4000-4999: Books And Supplies	Title I	500.00
			b. Hourly overtime pay for Counselor plus three teachers to help for 3hrs.@ 54.00 per hr. x 2 nights.	1000-1999: Certificated Personnel Salaries	Title I	1300.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Safety and Culture
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students. 3.1 To increase the number of students participating in after school clubs, sports, and academic organizations. 3.2 To reduce the episodes of bullying, drug use, violence and trancies. 3.3 To maintain and build positive and safe working environments for staff and students. 3.4 To reduce the total number of suspendable incidents and days suspensions by 3% annually.
SCHOOL GOAL #3:
By the end of the 2017-18 school year, Perris Lake High School will increase its school climate report card by 10 points. 3.2 By the end of the 2017-18 school year, Perris Lake High School will reduce the number of incidents of bullying, drug use, and violence by 5%. 3.3 Perris Lake High School will reduce the number of behavioral incidents and provide a safe working environment for staff and students. 3.4 Perris Lake High School will reduce the total number of suspensions and days of suspension by 5% annually.
Data Used to Form this Goal:
Student, Parent and Staff surveys; data from the California Healthy Kids Survey PLHS Behavior Data Analysis Student participation in group counseling SOAR awards recipients

Findings from the Analysis of this Data:

Student behaviors and suspensions are the highest in the middle of each trimester.
 Discipline decreased 10% this year over the same period last year.

Overall suspension down 67% over last three years
 Expulsions are down 50%
 Incidents of Bullying/Harassment/Intimidation are down 60%
 Incidents of violence are down 33%
 Incidents of Drug use/Possession are down 40%

How the School will Evaluate the Progress of this Goal:

Perris Lake High School will continue to monitor results from the California School Climate Survey. There will be ongoing review of attendance data
 Continue to build on PBIS all tiers
 Fully implement a Student Study Team
 Continue with group Counseling
 Provide more opportunities for students to be involved in clubs, sports, school news, and other activities
 Highlight positive student behavior and accomplishments
 Analysis of Senior Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Promote perfect attendance and positive behavior: Motivate students to attend school and do well through the use of incentives (SOAR Awards).	August 2017 - May 2018	Site admin Counseling Teachers Staff	a. Purchase paper for certificates b. Purchase approved incentive items.	4000-4999: Books And Supplies	Title I	4200
3.2 Continue with our Concrete Rose T-shirts	August 2017 - June 2018	Site admin All Staff	a. Replenish our Concrete Rose T-shirts	5000-5999: Services And Other Operating Expenditures	Title I	4000

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.

SUBJECT: Communication, Technology and Parental / Community Involvement
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LEA GOAL:

Improve communication and participation throughout the District and school community 4.1 To increase the use of technology to facilitate communication among all employees and stakeholders within the district. 4.2 To build parent/community capacity and participation in their child's education. 4.3 To increase participation with business and community to support school programs. 4.3 To increase parent usage of district student information systems by 10%.
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SCHOOL GOAL #4:

Perris Lake High School will increase the percentage of parent involvement and the percentage of parents accessing the Infinite Campus parent portal page and the school Facebook page. Perris Lake High School will improve student attendance by 2% in the 2017-18 School year. We will educate the parents regarding the importance of attendance and the direct connection between good attendance and academic success. We will also encourage parents to attend school events. When parents are more involved, they tend to push their students to attend in order to achieve the goal of graduating.
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Data Used to Form this Goal:

Infinite Campus reports showing parent usage Facebook access report Attendance data Parent participation Parent sign-in sheets at school events: Back to School, Open house, FAFSA, Principal dinners, SSC and awards.
--

Findings from the Analysis of this Data:

Overall parent/community involvement has increased by 60% from 2014-15 to 2016-17
 Parent attendance at Back to School Night increased 24% over the same time period
 Communication between the school and parents/community members has increased through the use of technology, including auto-dialers, mailers, updated social media, the use of Remind 101, live phone calls, and Dinner with the Principal
 Strong support and response from Schools, Colleges, and businesses through College and Career Fairs and through field trips
 Increase in Seniors completing FAFSA from 13% in 2014-15 to 29% in 2015-16.
 An analysis of the data demonstrated that when parents are more connected to the school students are more successful.

How the School will Evaluate the Progress of this Goal:

Perris Lake High School will run monthly reports to monitor parent usage
 Attendance data
 Parent participation
 Parent sign-in sheets at school events
 Analyze and address barriers to greater participation in school activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Parental Involvement Policy must be written with meaningful participation of parents and students.	October 2017	LEA Admin. Title I Lead SSC PELI	a. Hold parent planning night to go over regulations and the parent involvement policy/plan. b. Use PELI action plan to guide the parent involvement policy/plan. c. Attend SPSA writing days.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Use technical assistance and other support to build an effective plan	On-going	Admin. LEA RCOE	a. Hold PELI training, form an action team and implement action plan. b. Hold SSC committee meetings to review and make adjustments to the plan.			
4.3 Build the school's and parents' capacity for strong parental involvement (See 4.15-21)	On-going	Admin. SSC PELI Team	Dinner with the principal SOAR Awards Coffee/Tea with the principal Orientation			
4.4 Analyze and address problems implementing the requirement.	August 2017 - May 2018	Admin. Title I Lead SSC PELI	a. Use SSC , PELI , Tea/Coffee with the admin. meetings to Identify, address and come up with solutions to our low parental involvement. Light snacks and beverages at the meetings.	4000-4999: Books And Supplies	Title I	1500
4.5 Involve parents in the activities of the school	On-going	Admin. Title I Lead SSC PELI	a. Invite parents to the SOAR awards. Build parent involvement on school committees; SSC, PELI, ELAC. b. Invite parents on career/college field trips. Cost of gas for district van	5000-5999: Services And Other Operating Expenditures	Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 Involve parents in decisions regarding funding for parental involvement.	October 2017- May 2018	Admin. Title I Lead SSC PELI	SSC and PELI meetings 4-5 times a year.			
4.7 Hold annual meetings to review categorical programs, their effectiveness and expenditures	August 2017- October 2018	LEA Admin. Title I Lead	a. Hold annual Title I meeting at Back-to-School Night. Hand out bags with parent information . Provide copies of UPC	4000-4999: Books And Supplies	Title I	50
4.8 Flexible number of meetings	August 2017 - May 2018	Admin Title I Lead	SSC meetings Coffee/Tea with admin PELI meetings Meeting times are flexible and held to meet the needs of the parents.			
4.9 Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school performance	On-going	Admin. Title I Lead SSC PELI Counseling	a.) Review overall academic and graduation data b.) Review SPSA action plan.			
4.10 Provide timely information about programs provided	August 2017	LEA Admin. Counseling	Provide a calendar of events and programs at Back- to- School Night.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.11 Describe and explain curriculum, standards, evaluation and proficiency levels expected of students.	August 2017-May 2018	Admin. Teachers Counselors	This information will be given to parents at Student Orientation and Back-to-School night through: parent/student handbook and course syllabi.			
4.12 Provide regular meetings if requested for interested parents to participate in and formulate suggestions affecting the education of their children.	Ongoing	Admin Counselors Teachers Title I lead Parent Liaison	Parent meetings, SSC meetings and Bump in the road meetings.			
4.13 Inform parents of the right to submit comments when the school plan goes to the LEA	May/June 2018	Admin. Title I Lead SSC Parent Liaison	School Site Council meetings PELL meetings Dinner with the principal			
4.14 Parent Compact	On-going starting with registration/orientation in July 2017 and continuing with Back-to-School Night and throughout the year.	Admin. Title I Lead	Parent Compact is first signed at registration and provided and reviewed at Back-to-School Night.			
4.15 Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement.	On-going	Admin Teachers	Orientation Parent conferences Parent workshops			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.16 Provide materials and training on how to improve achievement, i.e., literacy training and technology training	On-going	Admin. EL coordinator				
4.17 Educate Educators-instruction on how staff can work more effectively with parents	On-going	Admin. PELI	Provide education and staff development on how to work effectively with parents.			
4.18 Understandable communication re: language and comprehension	On-going	Admin. Title I Lead Parent Liaison	Materials including handouts, flyers, surveys, progress reports, report cards and auto dialers are all to be provided in English and Spanish.			
4.19 Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	On-going	Admin. Title I Lead	a. We will provide a childcare worker at parent activities and workshops b. Provide a bilingual translator c. Provide snacks, Materials and copies	1000-1999: Certificated Personnel Salaries	Title I	100
4.20 Train or otherwise involve parents in the development of training for teachers, parents, principals, and other staff.	On-going	LEA RCOE Admin.				
4.21 May adopt and implement model approaches to improving parental involvement.	On-going	Admin. SSC Title I Lead	Provide guest speakers on the importance of parent involvement			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.22 Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and reports in a format and in a language that parents understand.	On-going	Admin.				

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	2,300.00
4000-4999: Books And Supplies	Title I	12,117.00
5000-5999: Services And Other Operating	Title I	7,100.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	21,517.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,300.00
4000-4999: Books And Supplies	12,117.00
5000-5999: Services And Other Operating Expenditures	7,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,767.00
Goal 2	3,800.00
Goal 3	8,200.00
Goal 4	1,750.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dean Hauser	X				
Darleen Nash		X			
Dyanna Young		X			
Theresa Gonzales		X			
LaDawn Johnson		X			
Denise Inzauro			X		
Aziza Ahmed				X	
Michael Brown				X	
Kayla Arney					X
Kole Scully					X
Hunter Wilson					X
Craig West (Alternate)					
Erica Hulstrom (Alternate)					
Marleni Lopez (Alternate)					
Michael Brown				X	
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

PELI

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 19, 2017.

Attested:

Dean Hauser

Typed Name of School Principal

Signature of School Principal

Date

Darleen Nash

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date