

# 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 18, 2018

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 and to graduate at Perris Lake High or their original high school.

The mission of Perris Lake High School is to provide an alternative educational experience while constructively assisting students with credit recovery to achieve academic and civic success while working toward their college and career goals.

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

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 all supplies needed in class to be successful (laptop, charger, pen/pencil, paper).

Be collaborative and productive through the use of technology.

#### Accountable:

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

Be motivated and strive to continuously improve.

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

#### Respectful:

Show respect for themselves, other students, faculty, and staff.

Be polite, articulate, and well-mannered.

Dress for success and adhere to school and classroom policies.

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

## School Profile

### DISTRICT PROFILE

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

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

With the population of 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 approximately 73,756 in 2014, 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%

As of July 1, 2016, the population of Perris had grown to 76,331.

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 14,477 students. We have three traditional high schools (Perris High, Paloma Valley High, and Heritage High), two alternative schools (Perris Lake High School and Scholar + ISP), 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 2015 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. In 2017 the room was remodeled 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. Makerspace opportunities are also available every day at lunch. 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 eleven and twelve. Perris Lake High School offers core academic classes, elective classes, and PLATO credit recovery. Our students are given the opportunity to be involved with

intramural sports including Volleyball, Basketball, Soccer, and Softball. A few of the available clubs on campus for students to join include Associated Student Body, Senior Class Club, FNL, and Leading Lights Bible Club. Students also have the opportunity to participate in community service, We have a growing connection with the community and our school is well perceived by our neighbors. 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. Our school has selected three performance standards: (1) improve test scores, (2) increase credits completed toward graduation, and (3) increase the number of graduates. 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 as our graduation rate has increased. School is in session from 7:45 AM to 2:22 PM, Tuesday-Friday. On Monday's, students start at 8:45 AM with the same ending time. Our staff remains on campus from 7:45 AM until 3:10 PM Monday through Friday, and this allows our staff scheduled time for Professional Learning Community meetings, collaboration time, and other school-related business when the students are not here. Afternoons are reserved for parent communication and meetings to network and address students' needs. Staff members also meet with students and parents in our "Bump in the Road" parent conferences. Staff members provide positive outreach to parents via phone calls, emails and/or "Falcon cards" and the use of applications such as Remind. PLC time allows all staff members to meet regarding student learning, teaching strategies, and progress toward student graduation.

Teacher Credential Status, October CBEDS

# of Teachers Full Credentialed University Intern	
#	%
11	100
	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 2017-2018 school year at Perris Lake High School is approximately 367 active students at any one time. This is a decrease in numbers over the last three years. Throughout the course of the year, PLHS will often educate up to 500 students. Some students return to their comprehensive high schools after reaching a specific number of credits, some graduate early (this number and percentage has increased each year over the last three years) in both October and March, but a large percentage of our students graduate at PLHS. The student body is one that is culturally, economically, and linguistically diverse. The ethnicity figures for Perris Lake High School are as follows:

Hispanic	75%
White/Caucasian	13.6%
African-American	9.5%
Other Ethnicities	1.3%

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

## Absence Profile

Attendance is a priority at Perris Lake High School. Student attendance is carefully monitored by our student information program, Infinite Campus, to identify student trends. In the event of tardies or absences, a computerized telephone service receives attendance information from the Infinite Campus system and makes automated phone calls to parents/guardians informing them of any irregularities in their child's attendance, whether the absence is for one period or the entire school day. School clerical staff also makes phone calls to parents. During the 2015-16 school year, the actual attendance rate for all grade levels for Perris Lake High School was 81.2%. During the 2016-17 school year, the attendance rate was 83.7 % and during the 2017-18 school year attendance rate has held between 88-90%.

## 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 2017-2018	2013-2014	2014-2015	2015-2016	2016-2017
Suspensions Rate 24%	28.2%	13.7%	14.0%	11.3%
Expulsions Rate .1%	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%. Suspensions are up for the 2017-2018 school year with the majority of those in the first trimester due to understaffing and extremely overcrowded classrooms. Two additional teachers were hired bringing the classes back down to manageable levels.

### District-wide

Suspensions Rate 8.0%	13.06%	7.4%	8.4%	8.0%
Expulsions Rate 0.70%	0.53%	0.1%	0.1%	0.70%

## Staff

There are 27 permanent staff members at PLHS including; 1 Administrators, 11 Classroom teachers, 1 Counselor (shared with Ad Ed and Scholar+), 1 Special Education case manager, 1 Special Education Para-educator, and 13 Classified staff members which includes 4 campus security. The moral of PLHS staff has been very positive over the past three years even though there have been changes that increased the student/teacher ratio at the Lake. The staff report that they feel safe and supported at PLHS; and, a team attitude

is constant. It is a fairly veteran staff at PLHS, but there are new teachers in the classroom (3 probationary teachers at this time). Staff is 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:**

The student survey was administered in the spring of 2017. Over 170 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 80 percent of the students had been counseled in the area of career paths. 62% felt that the education offered at Perris Lake High School was preparing them for the future. Over 70 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.

83% of the students surveyed indicated that they were familiar with what SOAR (Scholarly, Organized, Accountable, Responsible) stood for at PLHS. These are our learner outcomes and are mentioned every day in our daily bulletin.

The senior survey (2017) 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. 35 percent had a strong desire to enter a 2-year community college/trade school. 35 percent planned to enter the workforce; 12 percent have military plans, 18 percent were undecided.

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

The parent was administered in May 2017. Consistent with parent participation in this area at PLHS, less than 10 percent 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 (92.6 percent) to the open communications that exists between Perris Lake High School and the home. Almost 95 percent of the parents indicated that they feel Perris High School wants their children to be successful and the goals of the school are directed towards student learning. We believe this has been a major factor in the increased parent participation in our Back to School Night, Open House, Dinner with the Principal, and SSC.

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

The staff was surveyed in May 2017. 99 percent of the responding staff indicated that they were supported by the expressed a desire for more training in the implementation of technology in the classroom. 65 percent of the teachers indicated that they either did not have a sufficient number of electrical outlets/charger opportunity in their classrooms to use the current technology applications to the greatest degree. The staff feels that our curriculum is preparing the graduates for the outside world (95%) but would like to see more access to CTE courses for our students.

### **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 curriculum embedded 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 of 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, CTI and feedback from observations are all used to assist and support teachers. Several teachers are certified in digital citizenship. 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 perform 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, Google Classroom and Go-Guardian 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 classified staff member, three parents, 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)

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 has 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 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, and if they are even 2 minutes late to school they go hungry.
- 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 2018-2019 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 2018-19 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	111	136	104	97	117	102	97	86.1	78.8	87.4
All Grades	158	132	111	136	104	97	117	102	97	86.1	78.8	87.4

\* 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	2455.0	0	1	0.00	5	7	7.22	15	33	22.68	65	59	70.10
All Grades	N/A	N/A	N/A	0	1	0.00	5	7	7.22	15	33	22.68	65	59	70.10

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	1.03	34	46	25.77	64	53	73.20
All Grades	1	1	1.03	34	46	25.77	64	53	73.20

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	0.00	19	34	28.87	78	65	71.13
All Grades	1	1	0.00	19	34	28.87	78	65	71.13

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	0.00	27	55	42.27	69	43	57.73
All Grades	1	2	0.00	27	55	42.27	69	43	57.73

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	2.06	38	54	35.05	56	43	62.89
All Grades	3	3	2.06	38	54	35.05	56	43	62.89

**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	111	121	101	96	114	98	96	76.6	76.5	86.5
All Grades	158	132	111	121	101	96	114	98	96	76.6	76.5	86.5

\* 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	2391.4	0	0	0.00	0	0	0.00	5	1	2.08	89	99	97.92
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	0.00	5	1	2.08	89	99	97.92

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	0.00	5	2	1.04	95	98	98.96	
All Grades	0	0	0.00	5	2	1.04	95	98	98.96	

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	0.00	24	20	9.38	76	80	90.63
All Grades	0	0	0.00	24	20	9.38	76	80	90.63

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	0.00	37	40	29.17	61	60	70.83
All Grades	2	0	0.00	37	40	29.17	61	60	70.83

#### 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
<b>11</b>	7	3	7	29	39	52	43	45	37	21	10	4		3	
<b>12</b>	19	3	13	50	36	45	26	50	40	6	8	3		3	
<b>Total</b>	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
<b>11</b>	6	3	7	33	39	52	42	45	37	18	9	4		3	
<b>12</b>	19	3	11	49	37	41	27	50	45	5	8	2		3	
<b>Total</b>	14	3	10	43	38	45	33	48	42	10	8	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.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: Academic Proficiency</b>
<b>LEA GOAL:</b>
All students will attain proficiency in all academic content areas. 1a. Increase the percentage of students scoring at or making progress towards the Standards Met/Standards Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and Math. 1b. Increase the % of English Learners meeting the California English Learner Indicator 1c. 100% of staff are appropriately assigned and fully credentialed in area taught 1d. Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards.
<b>SCHOOL GOAL #1:</b>
All Perris Lake High School students will be taught by fully credentialed, highly qualified instructors using AVID methodologies and other similar strategies. 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%.
<b>Data Used to Form this Goal:</b>
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. The 2017-18 fail rate for Math 1st trimester was 75% and 65% 2nd trimester
2. The 2017-18 fail rate for ELA 1st trimester was 18% and 22% 2nd trimester
3. Credit recovery success rate of passed classes: 1st trimester 60% (110/185) - 2nd trimester 53% (238/442)
4. 30% of our juniors fail 2 or more classes their 1st Trimester and then it decreases 2nd Trimester
5. 98% of our EL students are in the process to reclassify as RFEP
6. 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
7. 99% of Juniors score at "not met/nearly met" on the SBAC in math and 92% in ELA
8. CELDT testing was not taken until April 2018 therefore, current results are not yet available.

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

Re-evaluate CELDT levels every year  
Data analysis  
PLC best practices and data di-segregation  
Curriculum-embedded assessments to inform instruction  
Utilize EADMS data management system  
Grade analysis  
SBAC assessments/API  
Ed performance and IEP goal attainments  
Blueprint 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  
One on one conferences with juniors in the first two weeks of each Trimester  
Communication and conferences with parents through the school year not just at grading period or when a student is failing.  
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 2018 - June 2019	Title I Lead and Admin	a. Title I lead and Principal will review monthly and update the plan accordingly. b. Release time to attend Title I meetings, training's and workshops. Sub coverage	1000-1999: Certificated Personnel Salaries	Title I	300
1.2 Ongoing collaboration and professional development in Project Based and AVID strategies (or similar), CCSS implementation, PBIS, and technology	August 2018- June 2019	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	500
			b. Substitutes for teachers attending conferences	1000-1999: Certificated Personnel Salaries	Title I	400
1.3 Provide tutoring in math. One full day math tutor one day a week all year long.	August 2018-June 2019	Site Admin	a. 1 day a week sub coverage @140 per day for 38 weeks.	1000-1999: Certificated Personnel Salaries	Title I	5,320.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Ensure that teachers in all content areas and the Library are provided supplemental supplies and resources to increase student performance.	August 2018 - June 2019	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	1300.00
			b. Renew magazine subscriptions for the Library	4000-4999: Books And Supplies	Title I	260

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: Graduation, College and Career Readiness</b>
<b>LEA GOAL:</b>
All students will graduate from high school prepared for postsecondary and career options. 2a. Maintain the percentage of students meeting high school graduation requirements between 92% - 94% annually 2b. Increase A - G completion by 3% annually 2c. Increase AP enrollment/passing rate by 3% 2d. Increase the % of high school juniors meeting or exceeding the standard on the ELA & Math components of the High School CAASPP assessments 2e. Increase CTE pathway enrollment/completion by 3% annually 2f. Increase student enrollment in AVID by 4% annually 2g. Increase district FAFSA Completion by 5% annually
<b>SCHOOL GOAL #2:</b>
Perris Lake High School will increase the graduation rate by a minimum of 2% over the 2018-19 school year (focusing on October and March graduates) as measured by district and site graduation data using 2017-2018 completion rates as baseline.
<b>Data Used to Form this Goal:</b>
Graduation Completion Rate Career Technical Education Enrollment (CTE) 2 -year college enrollment Use of AVID strategies Early Assessment Program (EAP) status ELPAC Results (English Language Proficiency Assessment for CA) 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 declined 7% in 2017-18
4. Attendance has increased 5% over the same period from last year.
5. Discipline:
  - a. Suspensions increased 30% over the same time period last year from 64 suspensions to 94 suspensions. 90% of those suspensions were in the 1st-trimester
  - b. Referrals for Bullying, Drug Related, and Violence related incidents are down 60% over the same time period between 2016/17 and 2017/18

**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

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

Increase communication with comprehensive high schools

Focus on juniors 1st trimester and return them back to their comprehensive 2nd semester

Hire a math tutor 1 day a week for the entire year



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. Our Think Together coordinator puts together at least one career based field trip a month.	August 2018 -June 2019	Admin. Counselor Teachers	a. Transportation costs - 3 trips per year for 20-30 students each to visit schools	5000-5999: Services And Other Operating Expenditures	Title I	500.00
2.2 Perris Lake will host three FAFSA nights for students and parents. Admin will pull students prior to FAFSA to start the process. On FAFSA night, assistance is provided to the students and parents in filling out the FAFSA application.	October 2018 - June 2019	Admin. Counselor Teachers	a. Hourly overtime pay for Counselor plus three teachers to help for 2hrs.@54.00 per hr. x 3 nights.	1000-1999: Certificated Personnel Salaries	Title I	2,298.00

## 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.

<b>SUBJECT: Safety and Culture</b>
<b>LEA GOAL:</b>
All departments and sites will provide a safe and positive learning environment for all students and staff. 3a. Reduce incidents of bullying, drug use, violence, truancies and suspensions/expulsions by 5% annually on all campuses. 3b. Reduce the disproportionately in the suspension rates of Students with Disabilities and African American Students by 1% 3c. Improve attendance indicators by 2.5% for all school sites (i.e. chronic absenteeism, truancy rates & annual daily attendance) 3d. Maintain facilities per Williams compliance
<b>SCHOOL GOAL #3:</b>
By the end of the 2018-19 school year, Perris Lake High School will increase its school climate report card by 10 points. 3.1 By the end of the 2018-19 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.
<b>Data Used to Form this Goal:</b>
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 rate is up 68%  
 Expulsions are down 25% from 2016-17  
 Incidents of Bullying/Harassment/Intimidation are down 70%  
 Incidents of violence are down 66%  
 Incidents of Drug use/Possession are down 44%

Discipline:

- a. Suspensions increased 30% over the same time period last year from 64 suspensions to 94 suspensions. 90% of those suspensions were in the 1st-trimester most likely due to extremely overcrowded classrooms
- b. Referrals for Bullying, Drug Related, and Violence related incidents are down 60% over the same time period between 2016/17 and 2017/18

**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  
 Maintain moderate class size  
 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 2018 - June 2019	Site admin Counseling Teachers Staff	a. Purchase paper for certificates b. Purchase approved incentive items.	4000-4999: Books And Supplies	Title I	500.00
3.2 Continue with our Concrete Rose T-shirts	August 2018 - June 2019	Site admin All Staff	a. Replenish our Concrete Rose T-shirts	5000-5999: Services And Other Operating Expenditures	Title I	2,000.00

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<b>SUBJECT: Communication, Technology and Parental / Community Involvement</b>
<b>LEA GOAL:</b>
Secure and strengthen the home, school, community connections, and communications. 4a. Establish family friendly volunteer policies to recruit and organize help and support from parents. 4b. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. 4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. 4d. Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.
<b>SCHOOL GOAL #4:</b>
Perris Lake High School will increase the percentage of parent involvement and the percentage of parents accessing the IC Parent Portal and the school Facebook page.  Perris Lake High School will improve student attendance by 1% in the 2018-19 School year. We will continue to 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 Back to School Night, Open House, SOAR Awards, Sr Pinning, FAFSA, and SSC events.
<b>Data Used to Form this Goal:</b>
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 SOAR 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, and a 7% decline in 2017-18  
 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
A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318(c)(1))	August 2018	Admin., Title I Lead	<ul style="list-style-type: none"> <li>Annual Title I presentation at Back to School night</li> <li>Flyers</li> <li>Parent Compact</li> <li>Parent Involvement Plan</li> </ul>			
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))	August 2018-June 2019	Site Admin, Title 1 Lead	School Site Council meetings Tea with the Principal PELI Bump in the Road Sign in sheets Agenda Minutes Snacks			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))	August 2018-June 2019	Site Admin, Title I Lead	<ol style="list-style-type: none"> <li>1. The SSC committee writes the SPSA with input from parents and students.</li> <li>2. The SPSA is a working document and updates and changes are voted on in SSC meetings with parent and student involvement</li> </ol>			
D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).)	August 2018-June 2019	Site Admin, Title 1 Lead	<ol style="list-style-type: none"> <li>1. Information is shared with parents at Back to School Night, Open House, SSC meetings, Tea and Dinner with the Principal, and SOAR awards</li> </ol>			
E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B))	August 2018-June 2019	Site Admin, Counseling	<ol style="list-style-type: none"> <li>1. Orientation meetings</li> <li>2. Bump in the Road</li> <li>3. Ongoing parent meetings</li> <li>4. Constant and ongoing communication with parents</li> <li>5. Monthly one on one conferences with students</li> </ol>			
F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C))	August 2018-June 2019	Site Admin, Counseling	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. SSC meetings open to all parents</li> <li>3. Tea with the Principal</li> </ol>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Building Capacity: A. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1))	August 2018-June 2019	Site Admin, Counseling, SES Tech.	1.Orientation 2. IC training for parents			
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))	August 2018-June 2019	Site Admin, Counseling, SES Tech.	1. IC parent work shops, 2. Counselor/Parent meetings 3. Bump in the Road meetings			
C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3))	August 2018-June 2019	Site Admin, Counseling	1. Staff meetings 2. Staff Developments days			
D. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4))	August 2018-June 2019	Site Admin, ASB Director, Title 1 Lead, PELI Team	1. District Parent Planning Night 2. SSC meetings 3. PELI meetings 4. ASB planned activites			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5))	August 2018-June 2019	Site Admin, Counseling, Title 1 Lead, Club directors	1. Parent information Bags at Back to School and Open House 2. Flyers in English and Spanish 3. School Calendar 4. Marque 5. School Facebook page 6. Phone dialers in English and Spanish 7. Emails			
F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14))	August 2018-June 2019	Site Admin, Title 1 Lead, PELI Team	1. PELI activities 2. Parent University 3. ESL classes			
G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)	August 2018-June 2019	Site Admin, Counseling, District Tech	1. Letters home in English and Spanish 2. Flyers in English and Spanish 3. Phone dialers English and Spanish 4. SPED workshops and IEP meetings			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	August 2018- June 2019	Site Admin, Title I Lead	1. Provide lite snacks at all meetings	4000-4999: Books And Supplies	Title I	1,300.00
			2. Provide bilingual translation at workshops			
			3. Provide childcare for parent workshops and activities	2000-2999: Classified Personnel Salaries	Title I	100.00

## 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	8,318.00
2000-2999: Classified Personnel Salaries	Title I	100.00
4000-4999: Books And Supplies	Title I	3,360.00
5000-5999: Services And Other Operating	Title I	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	14,778.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	8,318.00
2000-2999: Classified Personnel Salaries	100.00
4000-4999: Books And Supplies	3,360.00
5000-5999: Services And Other Operating Expenditures	3,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	8,080.00
<b>Goal 2</b>	2,798.00
<b>Goal 3</b>	2,500.00
<b>Goal 4</b>	1,400.00

## 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			
Nancy Howell		X			
Jonathan Huelsman		X			
Craig West		X			
Julie Brown			X		
Christina Coronado				X	
Angela Jordan				X	
Sherri McGuire				X	
Wendy Alvarez					X
Miranda Coronado					X
Dallana Mendoza					X
Erica Hulstrom (Alternate)					
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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 18, 2018.

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