

# The Single Plan for Student Achievement

**School:** Pierce High School/Arbuckle Alternative High School  
**CDS Code:** 06616140635250  
**District:** Pierce Joint Unified School District  
**Principal:** Mrs. Nicole Newman  
**Revision Date:** 5/10/2017

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:

**Contact Person:** Mrs. Nicole Newman  
**Position:** Principal  
**Phone Number:** (530) 476-2277  
**Address:** 960 Wildwood Rd.  
Arbuckle, CA 95912-9714  
**E-mail Address:** nnewman@pierce.k12.ca.us

**The District Governing Board approved this revision of the SPSA on June 22, 2017.**

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## Comprehensive Needs Assessment Components

### 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)

In assessing student progress, the administration and staff at Pierce High School use a variety of tools. Currently the district is contracting with Northwest Evaluation Association (NWEA) to evaluate student progress and preparation for standardized assessment. These standardized online assessments provide data about individual students, and offer students tools for analyzing their own college preparedness. In addition, standardized assessments such as ACT Aspire, Aspire 8/9, SAT, ACT, CELDT, are used to provide college readiness and English language proficiency (for EL students). Teacher generated assessments (tests, written work and projects) provide a valuable source of student progress data.

California state assessments (CAASPP) are used regularly for monitoring overall and individual student achievement. Results are provided to staff as soon as they are available, and site administration reviews results with the faculty as a whole as well as with individual teachers to identify areas for refinement of instruction. Local assessments are also used to assess student achievement. Local assessments include tests created in Illuminate as well as test generated from the new English curriculum Study Sync.

Teacher goals are created and tied directly to these results and site administration meets with individual teachers in academic conferences to review progress toward these goals at least three times per year. For the 17/18 school year, PHS will take advantage of the CAASPP interim assessments and administer them at least four times during the school year in addition to other local assessments. Data reports are submitted to the staff, parents, and the school board at least.

Given the individualized nature of the program at AAHS, students are assessed locally as they complete units in the course work they require.

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

For students in the CTE pathways, industry tests are a useful source of achievement data. The staff has access to a variety of assessment tools that assist in data analysis. Individual teachers are able to look at their student data and instructional changes are made following analysis of a formative or summative teacher generated assessment.

Data disaggregation is done by some individuals using methodology or tools of their choosing. It is not institutionalized. Individual student results are reported to parents via parent teacher conferences, progress reports, online parent portal and report cards. These results are also available at any time on aeries.net. Modification of instruction driven by assessment data is for the most part not documented. Teachers rely on mandatory tutoring as the best documented solution for supporting student struggling in classes. A second intervention is the use of Student Staffing Meetings (SSM). These are initiated by any adult on campus, or parent, when a student is perceived to be struggling with classes or Student Learner Outcome acquisition. An SSM provides parents with information about options for helping students get back on track. A formal SST may follow if necessary.

School grades are reported to parents eight times per year. Other measures of student progress are shared with parents through the advisory teacher parent conferences held twice per year. Student progress is reported to the governing board through the principal via the district superintendent. These reports focus on required assessment reports (AYP, API, district benchmarks, NWEA, and graduation rates) and some of the industrial certifications. Successes on various competitions (often sponsored by CTE industries) are triumphed before the board.

Student progress on schoolwide learner outcomes is not reported in any organized fashion. However, we began in the 16/17 school year the high school with a set syllabus that is used in all classes and teachers will be responsible for reporting for their courses how they will assess the schoolwide learner outcomes.

### “BEARS” CARE!

#### Critical Thinkers Who:

- Successfully acquire, analyze, organize, and apply information.
- Develop and express creative ideas and solutions
- Examine moral, ethical, and cultural issues from multiple perspectives.
- Integrate and synthesize information across disciplines.
- Demonstrate growth in higher level thinking skills.

#### Accomplished Lifelong Learners Who:

- Commit to high academic and personal standards.
- Understand the importance of new experiences and continual education.
- Work well collaboratively in culturally and organizationally diverse settings.

#### Responsible Citizens Who:

- Understand and appreciate their roles and responsibilities in a global society.
- Acknowledge and are accountable for their actions and choices.
- Demonstrate respect, trustworthiness, responsibility, fairness, caring, and citizenship.
- Recognize the impact of human activities on the environment, and their role in its protection.
- Understand the choices necessary to develop a healthy lifestyle.

#### Effective Communicators Who:

- Listen and communicate well in written, verbal, and nonverbal modes.
- Understand and use technology in communication.
- Show respect for diverse perspectives.
- Research, create, and evaluate in written, verbal, and nonverbal modes.
- Use communication skills to resolve conflicts through positive alternatives.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

The PHS staff consists of one Principal, one Vice Principal, one counselor, one behavior/social-emotional counselor, one college and career technician, 29 teachers, two clerical employees, four cafeteria employees, three custodial employees, and four Special Education Aides. A School Resource Officer is assigned to the campus, though shared with another high school, and a school nurse and school psychologist are on call as needed from the district office.

Eight staff members have a master's degree. All but one teacher on the staff is CLAD certified. That teacher has a board waiver for 2016/17. The average tenure of the teaching staff is 12 years, though that is from a range of one to thirty-four years. All but one of the teaching staff are "Highly Qualified" per NCLB and none are teaching outside their credential authorization. One teacher does not yet have a credential or a CLAD certificate, but is working with a district waiver for the 2016/17 academic year.

### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Only one teacher does not have a teaching credential and all are teaching subjects. In addition, Pierce Joint Unified School District has provided a wide array of professional development opportunities for the staff at Pierce High School. In some cases it has been for all staff, such as the training on implementation of Common core standards, Google Docs and Chromebook, Illuminate, NWEA, and the use of Aeries. Other opportunities have been for one person or small groups to address subject specific needs such as Adaptive PE, or Next Generation Science Standards.

Through professional development, the staff strives to remain up to date on educational theory and knowledge of research based best instructional practices that will address standards. Teachers attempt to ensure that all students are learning (accessing information, understanding procedures and demonstrating knowledge of standards) through regular interaction with students in the classroom. Common use of various checking for understanding techniques are employed. In addition, where there are project based learning activities, teachers meet one-on-one with a small group to monitor progress.

Several classes offered at Pierce High School require some form of large scale or culminating project. These require that students demonstrate problem solving skills, critical thinking and the ability to work in a collaborative group. Summative assessments require demonstration of application and creative use of acquired knowledge. Technology use is evident in various presentations done using multimedia, and student use of Chromebooks and Google Classroom. We are now over one-to-one at PHS. All students have access to Chromebooks in each class.

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

All staff development activities focus on the elements of standards based instruction including: identification of essential standards, assessment of student achievement, evaluation of achievement data, using data to inform instruction, alignment of grading practices to standards mastery, and communicating progress to parents and students. Specifically teachers received training in the use of the Illuminate software to administer assessments and analyze data. In addition, all teachers are participating in ongoing professional development in the implementation of CCSS in either ELA, Mathematics, or the Next Generation Science Standards as appropriate to their respective assignments.

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

Teachers are supported through regular visits by site administrators, weekly instructional focus messages from administration, weekly Wednesday staff development including collaboration, district level support as needed, and county/regional staff development opportunities.

### 7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Department collaboration occurs regularly on a weekly basis as well as the school wide staff development times.

## Teaching and Learning

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

PHS and AAHS faculty are engaged in ongoing refinement of curriculum, materials and instruction to ensure alignment to content standards and increasing student achievement. We are regularly revisiting our schoolwide learner outcomes (SLOs) for each course and student performance on local and state assessments to increase rigor and improve student learning results.

### 9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

### 10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

This is the 2nd year that PHS has implemented Student Staffing Meetings (SSMs). The principal, vice principal, counselors (both behavioral and academic), special education teachers, as well as the School Resource Officer (when he is able to be on campus) meet weekly to discuss student concerns that have come to our attention as being a concern either academically, socially, or behaviorally.

The principal established an email account (PHSSST) that all staff can submit names and reasons why they are concerned about a particular student. A packet of information is created for the team and they examine each student and discuss why he or she is struggling. Often times this meeting leads to a Student Study Team meeting with the parents and all the student's teachers. In some cases, a simple call home to alert the parent that there are concerns is sufficient, or we may need to change the students schedule or add a support class.

We have been able to maintain five sections of a Support Class in our master schedule. In this class, the teacher works individually with each student on the assignments they may be struggling with. We also continue using the Intervention program, Edmentum. All students begin the course by taking an assessment in Reading and Math. After the assessment is complete, the program automatically creates a prescription, or intervention lessons, for students to help them in both Reading and Math. The program looks at skill gaps all the way back to kindergarten.

In addition to instructional practices and support meetings, extra tutoring is available outside of the regular day with services provided by the teachers.

The instructional model at Arbuckle Alternative High School is based on individual intervention. Students are placed in coursework appropriate to their respective levels and supported based on their individual needs.

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

All courses have sufficient adopted materials that are aligned to their respective content standards. A math pilot will begin for the 17/18 school year in the Math 1 area only.

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

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials where needed. All students have access to and are enrolled in standards-aligned courses consistent with their individual learning needs.

## Opportunity and Equal Educational Access

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

In addition to in-class support, all teachers meet with students before and after school to provide additional instruction, tutorials and remediation based on individual needs. Transitioning EL students are also provided a support class as needed to support their language development and access to core content as needed.

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

For the past seven years Pierce High School and Arbuckle Alternative High School staff development has been focused on the Explicit Direct Instruction model as presented by DataWORKS Educational Research. It is based on several years of classroom research and student assessment data. Lesson design is centered on a clearly stated, standard-based, measurable learning objective which is clearly communicated to students prior to instruction.

The format includes direct instruction of the target content knowledge and/or skill, frequent checking for understanding, guided practice, independent practice and closure. Students receive immediate feedback on their progress through direct interaction with the teacher throughout the course of the lesson and future instruction is informed by the teacher's regular checking for understanding and observation of student performance.

#### Parental Involvement

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

In addition to ELD and support classes in the master schedule, Pierce High School offers tutorial support after school three days per week. Teachers are available to all students and specifically refer particular students to attend sessions for the individual needs.

#### 16. 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)

The Pierce High School and Arbuckle Alternative High School Site Council is comprised of three students, three parents, three classroom teachers, the counselor, a classified representative, and the principal. This body reviews student achievement data and presents information from their respective groups for consideration in creating the school action plan goals. Budget allocations for consolidated application programs are made by the site council within the action plan.

#### Funding

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

Edmentum is a purchased program that allows the teachers to identify gaps in underlying skills, provide additional instruction and practice for students to facilitate success in their math and ELA courses. This is to provide extended learning time after school and during the summer, and to expand student access to technology. Supplemental funds also support additional ELD instruction in small classes. Staff development has also been provided and will continue in the applications of mathematics to help teachers implement activities to increase student understanding of concepts at the concrete as well as conceptual level. We will continue to ensure that we are providing research tools for students in the new College and Career Center that is being developed using funds from the CTEIG (Career and Technical Education Incentive Grant).

#### 18. Fiscal support (EPC)

Allocation of fiscal resources are aligned with the Single Plan for Student Achievement.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	122	110	106	106	106	106	86.9	96.4
All Grades	122	110	106	106	106	106	86.9	96.4

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2570.0	2556.9	16	10	30	30	28	31	25	28
All Grades	N/A	N/A	16	10	30	30	28	31	25	28

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	13	53	59	25	28
All Grades	22	13	53	59	25	28

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	24	55	44	23	32
All Grades	23	24	55	44	23	32

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	10	11	65	68	25	21
All Grades	10	11	65	68	25	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	21	55	62	20	17
All Grades	25	21	55	62	20	17

**Conclusions based on this data:**

1. Participation rate was made for the 15-16 school year. A strong emphasis was placed in April and May of 2017 to ensure that all students took the test if possible as well as understood the importance of the test.
2. The majority of students in Grade 11 (15-16) 60% are below standard.
3. The majority of students in Grade 11 (15-16) are at or near standard in all 4 areas of ELA (59/44/68/62). There needs to be a strong emphasis placed on those students and moving them to at or above standard. An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of testing. We hope to see an increase in our CAASPP scores that truly reflect where they are. We are predicting based on NWEA data that our students will be ?% at or above standard in ELA.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	122	110	107	106	107	106	87.7	96.4
All Grades	122	110	107	106	107	106	87.7	96.4

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2541.9	2517.5	10	2	12	13	21	28	57	57
All Grades	N/A	N/A	10	2	12	13	21	28	57	57

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	17	7	27	29	56	64
All Grades	17	7	27	29	56	64

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	4	53	53	40	43
All Grades	7	4	53	53	40	43

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	12	4	46	51	42	45
All Grades	12	4	46	51	42	45

#### Conclusions based on this data:

1. Participation rate was made for the 15-16 school year. A strong emphasis was placed in April and May of 2017 to ensure that all students took the test if possible as well as understood the importance of the test.
2. The majority of students in Grade 11 (15-16) 85% are below standard.

3. The majority of students in Grade 11 (15-16) are at or near standard and below standard in all 3 areas of Math. There needs to be a strong emphasis placed on those students and moving them to at or above standard. An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of testing. We hope to see an increase in our CAASPP scores that truly reflect where they are. We are predicting based on NWEA data that our students will be ?% at or above standard in Math.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>		22		42	44	50	42	11	50	5	22		11		
<b>10</b>	6	8		38	38	57	56	46	29		8				14
<b>11</b>				33	58	44	33	33	56	22	8		11		
<b>12</b>			13	63		63		40	13	38	60				13
<b>Total</b>	2	8	3	42	41	53	38	33	38	12	18		6		6

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>		18		48	36	56	38	9	44	5	27		10	9	
<b>10</b>	6	8		38	38	56	56	46	22		8				22
<b>11</b>				27	47	44	36	35	56	27	6		9	12	
<b>12</b>			13	67		63		40	13	33	60				13
<b>Total</b>	2	7	3	44	37	54	37	33	34	12	17		5	7	9

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	44	52	39
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	44	52	39
Number Met	29	33	22
Percent Met	65.9%	63.5%	56.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	19	31	17	37	15	30
Number Met	--	16	2	21	1	16
Percent Met	--	51.6%	11.8%	56.8%	6.7%	53.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	363	397	384
Percent with Prior Year Data	99.4	99.2	99.7
Number in Cohort	361	394	383
Number Met	224	242	204
Percent Met	62.0	61.4	53.3
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	337	118	346	127	342	123
Number Met	85	62	77	66	65	52
Percent Met	25.2	52.5	22.3	52.0	19	42.3
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	Yes	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	No		N/A

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: All Subjects</b>
<b>LEA/LCAP GOAL:</b>
PJUSD students will be college and career ready when they graduate. (LCAP Goal #1)
<b>SCHOOL GOAL #1:</b>
Close the achievement gap for our English Learners and Special Education students and improve achievement for ALL students. (WASC Goal #1) Collaborate to improve student achievement with the use of data. (WASC #3)
Increase ELA CAASPP Standard Met or Standard Exceeded from 36-41%. Increase Math CAASPP Standard Met or Standard Exceeded from 22-27%.
9th Reading--Increase of 2 years growth from 222.2 (Spring 2017) to 218.2 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 9th Language--Increase of 2 years growth from 220.7 (Spring 2017) to 220.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 9th Math--Increase of 2 years growth from 230 (Spring 2017) to 230.9 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).
10th Reading--Increase of 2 years growth from 222.7 (Spring 2017) to 220.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 10th Language--Increase of 2 years growth from 222.7 (Spring 2017) to 220.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 10th Math--Increase of 2 years growth from 230.1 (Spring 2017) to 233.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).
11th Reading--Increase of 2 years growth from 226.5 (Spring 2017) to 220.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 11th Language--Increase of 2 years growth from 226.6 (Spring 2017) to 222.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 11th Math--Increase of 2 years growth from 236.7 (Spring 2017) to 230.9 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).
No CST for the 16/17 school year.
AMAO #1 maintain meeting target of data not available %. AMAO #2 <5 years, maintain meeting target of data not available %
Maintain attendance rate 97%.
<b>Data Used to Form this Goal:</b>
The data used to identify this goal includes NWEA results, Student Staffing Data, quarter and semester grades, attendance, API/AYP results, AMOs, and CAASPP results.

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

The data for PHS indicates that there is a significant gap in the achievement of English Learners and Special Education students. The following data points showed a consistent gap: CELDT, CAASPP, UC/CSU completion rate. Data is needed to drive instruction and increase achievement. Formative assessment strategies are not used consistently or in the right manner to ensure that ALL students are learning.

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

Department Meetings, Leadership Team Meetings, Faculty Meetings, ELAC, Site Council, WASC Action Plan – monthly, quarterly and annual program monitoring and evaluation. The principal will meet regularly with teachers to review assessment data from formative assessments including data obtained from Illuminate as it becomes available to monitor progress in each department. Teachers will administer three times a year NWEA MAP assessments. The principal and staff will meet regularly to analyze the assessment results and revise strategies for improving student achievement based on the data as appropriate. ELA and Math teachers will administer quarterly CAASPP interim assessments and other assessments in all subjects. The principal will report the results of the assessments quarterly to staff, the Site Council, Superintendent, and Board of Trustees.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Math and ELA teachers meet monthly with principal to analyze data and discuss needs of students. Emphasis on data collection after MAP benchmark assessments.	8/11/2016-Ongoing	Math and ELA teachers, principal	During common prep period		
ELA and math teachers will continue to develop and administer common assessments in each of the core subjects during the 17/18 school year using illuminate to disaggregate data.	8/11/2016-Ongoing	Math and ELA teachers	Salary, benefits, instructional materials and supplies	LCFF: Supplemental/Concentration	5105
Continue subscription for web based Edmentum software and required supplies for the program. (3 year subscription)	8/11/2015-6/2/2018	Principal, IT Director, all PHS teachers	Intervention software subscription (Year 3-2017/18)	Lottery: Instructional Materials	7500
Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom (math and ELA) and EL engagement strategies. Weekly Instructional Focus messages and Weekly PLCs--including the 8 mathematical practices and EDI practices.	8/11/2016-Ongoing	All instructional and administrative staff	Pilot Fee		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Begin Pilot in all Math 1 classes (including 1A & 1B)	7/1/2017-6/30/2017	Math teachers, Instructional Coach, and Principal	Pilot Fee	Lottery: Instructional Materials	500
CTE Course Mapping and Development for all CTE classes at PHS-Creation of Pathways outlining Academic, Pathway, and Anchor Standards	16/17 school year	All CTE teachers and administration			
Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at PHS.  Continue tutoring after school.	8/11/2016-Ongoing	Administration and Transportation Director		LCFF: Supplemental/Concentration	15,533
Continue use of Edviate as an online resource tool for staff development and instructional feedback. (Walk Through Tool)	8/11/2016-Ongoing	All instructional and administrative staff	Edviate/PD 360 program	District Funded	15,000
Continue weekly Student Staffing Meetings and report actions to staff-email and aeries input with outcomes	Ongoing	Administration, counselors, and instructional staff			
Create (17/18) and adhere to a site assessment calendar with dates collect, disaggregate, analyze, and report student performance data to all stakeholders (using a shared Google Calendar).	Ongoing	Leadership Team, administration			
Continue with Support classes, but switch to an emphasis of ELA.	Ongoing	Administration, counselors, and instructional staff		LCFF: Supplemental/Concentration	64722

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Continue training of staff in Formative Assessment. Continue with a formal system in which all staff continue to be trained and involved in accessing, disaggregating and analyzing an array of appropriate data that directly influences the decision making processes that design and implement school change.</p> <p>Continue training all staff to use Illuminate by providing training and training as well in aeries.net/parent portal for feedback to parents on assessment. (Continued Instructional Focus for 2017-18)</p>	Ongoing	Administration and instructional staff			
<p>ELA/ELD and Math teachers will utilize the Smarter Balance interim assessments to allow a check of student progress throughout the year, giving teachers information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards.</p>	Ongoing	ELA/ELD and Math teachers			
<p>Continue with Instructional Coach</p>	Ongoing	Administration, Instructional Coach, and teaching staff.	District-wide	Title I Part A: Basic Grants Low-Income and Neglected	96,633
<p>Book study with ELA and Social Science teachers on Rigorous Reading--for access points for comprehending complex texts.</p>	Ongoing	Administration, Literacy Coach, and ELA/Social Science teaching staff.		LCFF: Supplemental/Concentration	500
<p>Continue with multiyear written professional development plan. (2016-2019)</p>	Ongoing	Administration, counselor, and instructional staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site.</p> <p>Continue using a site-wide syllabus template for ALL classes emphasizing and measuring the SLOs.</p>	Ongoing	Administration, counselor, and instructional staff			
Continue to provide ELD services--pullout and support.	Ongoing	Instructional and administrative staff		LCFF: Supplemental/Concentration	3908
				LCFF: Supplemental/Concentration	5000
Continue having the Assistant Technology Director provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use.	Ongoing				
Purchase new textbooks in Algebra, Economics, Science, US History, and Government for AAHS.	Summer 2017	Administration and AAHS Teacher		Lottery: Instructional Materials	15000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: All Subjects</b>
<b>LEA/LCAP GOAL:</b>
PJUSD students will be college and career ready when they graduate. (LCAP Goal #1)
<b>SCHOOL GOAL #2:</b>
ALL students' will graduate ready for college and career. (WASC #2) AP Calculus: Discontinue-Calculus will be offered, but not at the AP Level. AP English Literature or Composition: Maintain enrollment of min 20 students. AP Spanish: Maintain enrollment of min 25. AP Statistics: Maintain enrollment of min 20. AP US History, Government, & Psychology: Maintain enrollment of min 20. 100% AP English Literature or Composition exam participation rate. 100% AP Spanish exam participation rate. 100% AP US History exam participation rate. 100% AP Government exam participation rate. 100% AP Psychology exam participation rate. 100% AP Statistics exam participation rate. Increase AP English Literature or Composition exam passage rate by 10%. Increase AP Spanish exam passage rate by 5%. Increase UC/CSU a-g enrollment rate of seniors by 5%. Continue Dual Enrollment courses through Woodland Community College. Maintain high school graduation rate at 95%. Maintain F rate at less than 5%. Maintain D rate at less than 10%.
<b>Data Used to Form this Goal:</b>
The data used to identify this goal includes NWEA results, Student Staffing Data (SSMs), quarter and semester grades, a-g requirements, dual enrollment and AP enrollment and grades, Edmentum reports, attendance, API/AYP results, AMAOs, and CAASPP results.
<b>Findings from the Analysis of this Data:</b>
We need to work to increase our students that are qualified as completers of a-g coursework. Also our D-F rate needs to increase so students can take advantage of the UC/CSU system if that is their goal.

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

Regular review of local and CASSP interim assessments will be conducted by administration and staff to monitor progress and inform instruction, SSM data, a-g submissions, a-g completion rate, decrease D/F rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Online credit recovery using Edmentum/Plato for students that are credit deficient as early as 2nd semester of a students 9th grade year.	Ongoing	Counseling staff and administration, EL and SPED teachers	Edmentum/Plato software subscription		
Continue implementation of a college/career plan (with emphasis in the new Life Choices course as well as 9-12 advisory) with students that supports student engagement with college and career outcomes.  Maintain College and Career Technician.	Ongoing	Administration, Counselor, College and Career Technician with teacher input, & GFSF Advisement Lead	College and Career Technician  Dual Enrollment with WCC - Counseling 20	LCFF: Supplemental/Concentration	51,610
Teacher(s) to attend Advanced Placement teacher training institute. AP Psychology, AP Literature, and AP Composition.	Summer 2017	Selected AP Teachers	AP registration, travel	LCFF: Supplemental/Concentration	2250
Provide printed information to parents about events, assessments, educational issues. Notify parents by automated caller of school events. Maintain school website and Facebook page with updated information on school issues and events.	Ongoing	Principal, Assistant Principal, Administrative Assistant, Counselor, College and Career Technician	postage, mailing supplies	Lottery: Unrestricted	1000
Sacramento State Summer Academies for high school students, including registration fees, transportation for students and meals.	Ongoing	Principal, Assistant Principal, Administrative Assistant, Counselor, College and Career Technician	District funded	LCFF: Supplemental/Concentration	18,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue with Ag Fabrication pathway by staffing and supplying woodshop to offer students well rounded experience in fabrication trades.	Ongoing	Principal, Ag Mechanics/ Fabrication teachers	Teacher salary and benefits	LCFF: Supplemental/Concentration	98,615
Keep the College and Career Center opened until 4:20-when the late bus runs on Monday, Tuesday, and Thursday to allow students to work in Edmentum as well as Plato (credit recovery)	Ongoing	Teacher/counselor to manage students during this time			
With the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs). Assistance from the Parent Club.	Ongoing	Leadership class, teachers, counselors, administration, classified staff, PHS Parent Club			
Continue with a multiyear written professional development plan. (2016-2019)	Ongoing	Administration, counselor, and teaching staff			
Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site. Evaluate each semester.	Ongoing	Administration, counselor, and teaching staff			
Submit courses to UC/CSU (a-g) portal to increase student completion of a-g requirements.	Ongoing as needed	Administration, counselor, and instructional staff			
College and Career Technician and Counselor will work on 4 year plans with 8-11 graders. Counselors meet with all students annually to create (incoming 9th graders) and update (10-12) students 4-Year Academic Plans.	Ongoing	Administration, counselor			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Create and implement units for 10-12 on the components of College and Career Readiness. Will be implementing the additional units in advisement.	Ongoing	Administration, counselor, teachers, and GFSF Lead	Stipend to develop units.	Other	5000
Continue with Life Choices Curriculum: Year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.  Dual enrollment college credit will be offered for the 9th grade course for all students.	Ongoing	Teachers teaching Life Choices, College and Career Technician, and Academic Counselor.			
Offer Life Choices Curriculum to 11-12th graders that have not completed their district technology requirement. Technology will be embedded in the year-long course.  This course will mirror the freshman course, but only 11-12 graders will be enrolled. Dual enrollment college credit will be offered.	Ongoing through 6/2/2019	Teachers teaching Life Choices, College and Career Technician, and Academic Counselor.			
Implement dual enrollment partnership with Woodland Community College and our high school with courses taught by high school staff. Purchase textbooks as needed.	Ongoing	Teachers, Administration, and WCC			
Continue Advanced Placement exam dues paid for students taking AP courses.	Ongoing	Administration, AP teachers, and Counseling		LCFF: Supplemental/Concentration	10,174

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue providing career/college exploration field trip opportunities for high school students offered through nearby colleges.	Ongoing	Administration and Counseling		Lottery: Unrestricted	5000
Track immigrants at PHS/AAHS and plan 10 year college and career paths/plans.	Ongoing	Administration, Counseling, and College and Career Technician		Title III Immigrant Education Program	5923

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: All Subjects and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
PJUSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools. (LCAP Goal #2)
<b>SCHOOL GOAL #3:</b>
Increase ALL students feeling of school connectedness academically, socially, emotionally, and physically. (WASC Goal #4)
<b>Data Used to Form this Goal:</b>
Discipline referrals and suspensions, attendance reports, Healthy Kids Survey, PE D's and F's, and FIT data.
<b>Findings from the Analysis of this Data:</b>
High school students are receiving too many D's and F's, students in need of social/emotional counseling based on the number of parent and teacher referrals, lack of enrichment opportunities at school sites after school.
<b>How the School will Evaluate the Progress of this Goal:</b>
The principal will meet regularly with teachers to review assessment data as it becomes available to monitor progress. The principal will report the results of the assessments quarterly to staff, the Site Council, Superintendent, and Board of Trustees.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain prevention/intervention counselor 1 day a week and when needed.	Ongoing	Administration	Prevention/Intervention Salary/Benefits	LCFF: Supplemental/Concentration	22,345
Maintain extra-curricular funding.	Ongoing	Administration			
Maintain additional Physical Education teacher for add classes at PHS.	Ongoing	Administration		District Funded	12500
Continue to offer ROP/CTE courses for students.	Ongoing	Administration		LCFF: Supplemental/Concentration	33000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue with music teacher to increase the offerings at PHS and purchase musical instruments for the necessary courses.	Ongoing	Administration		LCFF: Supplemental/Concentration	52,635
Hire part-time nurse.	Ongoing	Administration			
Increase cameras on campus including the school farm.	Ongoing	Administration and Technology Director	CTEIG & Lottery	Unrestricted	3000
With the implementation of the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs).	Ongoing	Leadership class, teachers, counselors, administration, classified staffw			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: All Subjects and Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
PJUSD will engage families and members of the greater school district and community as educational partners. (LCAP Goal #3)
<b>SCHOOL GOAL #4:</b>
Increase parent involvement to represent ALL students. (WASC Goal #5)
<b>Data Used to Form this Goal:</b>
Parent Portal access, participation at PAW Talk, participation at school activities (open house, back to school night)
<b>Findings from the Analysis of this Data:</b>
Low percentage of parents access the grade portal to view their child's grade status, parents accessing grade portal express wanting grades to be kept current in the system, low levels of EL and LI parent participation as students move through the grades.
<b>How the School will Evaluate the Progress of this Goal:</b>
56.6% of high school parents have access to grading portal, increase to 60%. 33 DART referrals, decrease to 25 or less (district-wide). Offer PIQE parent engagement workshop for high school parents. (Was during the 15/16 school year for JJH/PHS--will rotate back to the JJH/PHS for the 17/18 school year.) Request parent feedback through end-of-year surveys. Monthly/Bi-Monthly PAW Talk meeting attendance lists.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain parent training on how to access brand-new abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	Ongoing	Counselors, administration, Technology Teacher		Title I Part A: Basic Grants Low-Income and Neglected	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments. Included in Professional Development plan.	Ongoing	Technology Assistant, Administration, and all staff		Title I Part A: Basic Grants Low-Income and Neglected	2000
Continue Edu-link contract to allow phone and email message communication with parents.  Create a yearly calendar of events to ensure the dialer is being used.	Ongoing	Technology Director, Office and Counseling Staff, Administration			
Continue holding CTE/Agriculture advisory committee meetings four times per year.	Ongoing	CTE Teachers, Admin, and Committee Members			
Continue to provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This should include dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. Parent "Survival" guide.	Ongoing	Counseling Staff & Administration		Title I Part A: Basic Grants Low-Income and Neglected	600
Hold Sacramento State Academy Orientation.	PHS meeting-not traveling to Sacramento	Counseling Staff, Administration.			
Maintain App for district and site information/communication with parents and community.	Ongoing	Technology Director, Office and Counseling Staff, Administration.		District Funded	3,500

## Planned Improvements in Student Performance

### School Goal #5

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

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

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

## Planned Improvements in Student Performance

### School Goal #6

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

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

**School Goal #7**

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

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

**School Goal #8**

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

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

**School Goal #9**

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

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #9:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF: Supplemental/Concentration	319,350	-64,047.00
Title I Part A: Basic Grants Low-Income	57,592	-42,641.00
Title III Immigrant Education Program	5,923	0.00
NCLB: Title III, Limited English	3,908	3,908.00
Lottery: Unrestricted	24,701	18,701.00
Lottery: Instructional Materials	18,414	-4,586.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	31,000.00
LCFF: Supplemental/Concentration	383,397.00
Lottery: Instructional Materials	23,000.00
Lottery: Unrestricted	6,000.00
Other	5,000.00
Title I Part A: Basic Grants Low-Income and Neglected	100,233.00
Title III Immigrant Education Program	5,923.00
Unrestricted	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>	229,401.00
<b>Goal 2</b>	197,572.00
<b>Goal 3</b>	123,480.00
<b>Goal 4</b>	7,100.00

## 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
Nicole Newman	X				
Jeanine Schapp		X			
Erin Sweet		X			
Troy Geierman		X			
Kim Castro		X			
Perla Duarte			X		
Jodi Erhke				X	
Amy Doherty				X	
Emma Velasquez				X	
Jesse Tatum					X
Kathy Corona					X
Ellie Geyer					X
Patty Gonzalez			X		
Aimee Williams				X	
Kaileia Velasquez					X
Nicole Mendoza			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

WASC Focus Groups Chair

\_\_\_\_\_  
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 24, 2017.

Attested:

Mrs. Nicole Newman

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

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

\_\_\_\_\_  
Date

Ms. Perla Duarte

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date