

# The Single Plan for Student Achievement



**School:** Eleanor Roosevelt High School  
**CDS Code:** 054078  
**District:** Corona-Norco Unified School District  
**Principal:** Jeremy Goins  
**Revision Date:** January 28, 2016

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

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

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

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## School Vision and Mission

### Eleanor Roosevelt High School's Vision and Mission Statements

Eleanor Roosevelt High School is committed to creating a dynamic, innovative learning environment that meets the needs of our diverse student body, guiding students toward excellence in college and career readiness, while challenging them to be responsible citizens.

## School Profile

Eleanor Roosevelt High School is located in the northern region of Eastvale and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2014-15 school year, 3823 students were enrolled, including 9% in special education, 18% qualifying for English Language Learner support, and 40% qualifying for free or reduced price lunch. Eleanor Roosevelt High School achieved a 2013 Academic Performance Index (API) score of 819.

## School Accountability Report Card

[http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/Domain/21/SARC/RooseveltHS\\_SARC\\_ENG.pdf](http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/Domain/21/SARC/RooseveltHS_SARC_ENG.pdf)

## 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).

For the 2014-15 school year, parents had the opportunity to complete a parent survey providing feedback on the Student Learning Culture, Expectations for Success, School Environment, Curriculum and Instruction, Parental Involvement, Assessment and Feedback, and District-School Relations.

### Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

### Standards, Assessment, and Accountability

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

The use of state, district, site and teacher developed tests provides us with multiple assessments to identify what each student needs in order to improve achievement. Through these varied assessments we are able to offer interventions that fit within our schedule such as mastery, Odyssey Ware, and an Algebra support program that focus on the skills needed to pass the CAHSEE. Administration and departmental leadership in the core curricular areas meet to disaggregate the data in an attempt to work with the entire staff to have teachers work on areas of weakness and to identify areas of strength. Much of this professional dialog takes place during our bi-monthly collaboration time, but is also addressed in the many staff department meetings that take place during the year.

Our data team process and the establishment of the use of Illuminate data system is helping our staff align their efforts and creates common formative assessments, which helps our staff modify instruction and ultimately improve student achievement.

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

Multiple forms of data are used to monitor student progress. Illuminate data leads teacher discussion, teacher created Common Formative Assessments are used to drive instructional discussions and for the formation of interventions. School-wide diagnostics in both Language Arts and Math provide targeted intervention for 10th graders who take the CAHSEE in March.

### **Staffing and Professional Development**

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

100% of teachers and paraprofessionals meet the state's definition and ESEA's requirements of highly qualified staff.

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

All staff development at ERHS is standards-based and is designed to meet identified student and teacher needs. We have a two pronged approach of pedagogy and developing relationships with students with the overall goal being to increase student achievement. Built into our schedule are weekly teacher collaboration days. Teachers also meet monthly with their departments and as a staff. In addition the teacher Leadership Team and the Department Chairs also meet with the administrative team monthly. The bevy of collaboration opportunities allow our staff to have a professional dialogue regarding best teaching practices, data analysis, and the development of schoolwide initiatives such as implementation of Common Core State Standards and instruction to support them, the sheltered instructional observation protocol (SIOP), the use of high yield strategies, the implementation of rigor in the classroom, and effective use of homeroom. The staff is made aware of the recommendations from our last WASC visit and an action plan has mutually been put together by the efforts of our staff through the input from our site council, English language advisory council, parent surveys, and students data results. In addition, one of our WASC recommendations was to continue the expansion of data teams analysis. Since then we have allocated funds to provide professional development to train a third of our staff in the Data Teams process, trained all teachers to use the student data system Illuminate, as well as supported technology needs to ease data analysis. All of these actions are helping our staff align their efforts in creating common formative assessments that are aligned to district pacing guides and the Common Core State Standards.

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

Teachers collaborate weekly for 90 minutes through District provided Professional Collaboration Time (PCT). District Teachers on Special Assignment are available to school sites to support specific school needs. The Teacher Induction program is provided to all new teachers and a PAR/VIP program is available to all teachers who need or request additional support.

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

All teachers are provided with 90 minutes of collaboration time weekly to work with their grade levels and/or departments. Teachers also use this time for vertical articulation or interdepartmental articulation.

### **Teaching and Learning**

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

Through a collaborative approach between district staff and teachers; state, district and school based assessments provide information on student performance. Assessment data is disaggregated and studied by the ERHS administration and teaching staff on a schoolwide and departmental level. With this data, we examine the effectiveness of the curriculum, instruction, and the materials utilized on campus.

Content and and/or Common Core State Standards and how they are delivered is also a major focus of our weekly collaboration meetings. These discussions allow teachers to share best practices and provide time to work on developing and implementing new practices that are responsive to district assessments, common formative assessments, and released state testing materials. We are also able to use this time for site developed initiatives through our Leadership Team designed to increase student achievement such as innovative teaching strategies to address 21st century skills.

We are focusing our efforts by providing our staff with professional development in teaching strategies that will support the rigors of Common Core State Standards. This includes release time for collaborative groups to work on curriculum, Performance Tasks, and lesson delivery as well as the development of Common Core Curriculum Development Team to support the four core departments with additional curriculum and support.

8. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC) and 200 minutes of Physical Education every 10 school days (1-6)

Adequate instructional time is allotted based on recommendations in the California Reading-Language Arts and Mathematics frameworks for all standards-aligned, core instructional programs. This time is given priority and is protected from interruptions.

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

All core academic classes use state approved standards based instructional materials. All materials and the subsequent supplemental materials are standards-based in the core academic areas and based off state frameworks in the non-core areas. Dependent on availability, students have access to ancillary materials. In addition most departments have developed instructional materials related to the Common Core State Standards through district and site level collaboration to support student groups.

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

Teachers in Corona-Norco have access to CCSS aligned curriculum through the District developed Learning Zone and curriculum guides, state adopted materials in ELA, Math, Science and Social Science. ELD instruction is provided through sheltered classes and designated classes.

### **Opportunity and Equal Educational Access**

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

The ERHS focus on resiliency was developed to support the entire student population, but with a focus on students scoring in the lower quartile. Homeroom allows each of our teachers to connect to about 30 students who they will be assigned to for four years. Research demonstrates that student success is often tied to the fact that one adult has taken a special interest in the growth and development of an individual student. In addition to Homeroom, we have implemented, support programs such as AVID, Read 180, CAHSEE tutoring, mastery courses in Language Arts and Math with the use of ALEKS, Excel and Link Crew. A “looping” program has also been designed to identify freshman who scored below basic or basic on their 8th grade CST’s. These students work with a highly qualified teacher whose leadership and exemplary instructional methods guide students for two years as they develop the skills that will help support their growth and academic success. Students also have the opportunity to receive peer tutoring in our library along with teacher tutoring in all core subject areas. Students will work with their counselor to develop a four year academic plan designed to prepare them for graduation and for the transition to their post-graduation efforts. Yearly reviews of these plans are in place to adjust them as students, parents, and/or counselors see the need.

12. Research-based educational practices to raise student achievement

**Parental Involvement**

13. Family, school, district, and community resources available to assist under-achieving students (ESEA)

ERHS has established itself as a hub to the new Eastvale community that it serves. ERHS has also benefited from the establishment of the Eleanor Roosevelt High School Climate Booster Club. The focus has been to bring resources to campus to recognize and celebrate student achievement and to strengthen the ties between ERHS and the community. ERHS also entered into a partnership with the Riverside County Library system for a dual use of the library. This allows our students to have access to an expanded collection of reading materials and extended hours beyond the regular school day.

ERHS believes in a holistic approach in teach our students therefore the parents and community play an essential part in this. We have multiple areas for involvement and mediums for communication for our parents and community such as:

- Social media
- School Website
- Black Board notifications
- Multiple Parent Nights
- Q student information system Notifications
- Friday Flash Weekly Community Letter
- PIQE
- ELAC
- PTSA
- School Site Council
- Roosevelt Parent Advisory Group (RPAG)

14. Eleanor Roosevelt High School implements the following statutory requirements:

- The school will jointly develop with parents and distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree upon.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt a School-Parent-Student compact as a component of its School Parental Involvement Policy.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

15. Eleanor Roosevelt High School, parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities which ensure:
- parents play an integral role in assisting their child's learning,
  - parents are encouraged to be actively involved in their child's education at school,
  - parents are full partners in their child's education,
  - parents are involved in decision making and advisory committees.

16. Eleanor Roosevelt High School will take the following actions to involve parents in the joint development and agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The following groups will be encouraged to participate in the development of the School Parental Involvement Policy.

- School Booster Clubs
- English Learner Advisory Committee (ELAC)
- Parent-Teacher-Student Association (PTSA)
- School Site Council (SSC)
- Parent Institute for Quality Education (PIQE)
- Roosevelt Parent Advisory Group (RPAG)

17. Eleanor Roosevelt High School takes the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Posting of policy on School website
- Make the policy available through the Principal's secretary
- Include the policy in the Registration Packets
- Present the policy to our students through Homeroom
- Print the policy in Student Agendas
- Facebook
- Twitter
- Friday Flash
- Marquee
- Blackboard Notifications
- Q Notifications

18. Eleanor Roosevelt High School periodically updates its School Parental Involvement Policy to meet the changing needs of parents and the school:

Potential changes are discussed at each of meetings involving our stakeholders.

19. Eleanor Roosevelt High School will convene an annual meeting to inform parents of the parent involvement activities/trainings that are planned for the 2015-2016 school year.

20. Eleanor Roosevelt High School holds a flexible number of meetings at varying times throughout the school year.

- The ERHS website
- Open House
- Back-to-School Night
- Registration
- 9th-12th Grade Parent Nights
- 8th Grade Parent Night

- Weekly Update Emails

21. Eleanor Roosevelt High School provides to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

Information related to school curriculum is provided through the following areas:

- Course syllabi
- California State Framework/State Content Standards
- Student Study Teams
- PTSA
- ELAC
- 504 Plan/IEP Meetings
- Parent meetings with teachers, counselors, and/or administration

22. Eleanor Roosevelt High School provides parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and to respond to any such suggestions as soon as practicably possible.

- Student Study Teams
- ELAC
- 504 Plan/IEP Meetings
- Parent meetings with teachers, counselors, and/or administration

23. Eleanor Roosevelt High School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to the parents of participating children.

### **Funding**

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

Categorical funds are used to support campus programs by acquiring additional instructional materials to ensure that all students have equal access to the curriculum. Funds are used to provide teachers the opportunity to attend workshops or in-services that help improve instructional competence in their content area as well as to support release time for teachers to develop best practices to support our students. Funds are also used to provide teachers access to technology to help engage their students in the instructional process, help analyze data, and to provide intervention opportunities with our students. Another use of funds is our strategic intervention CAHSEE Boot Camp. In this intervention, we use data to assess students' preliminary proficiency in Math and Language Arts and then strategically place them in a CAHSEE Boot Camp where they receive targeted instruction to gain the skills to excel on the California High School Exit Exam. The use of incentives including a reward field trip has shown to be highly successful in this process with our underperforming students.

These funds are critical resources in helping ERHS reach its stated mission of providing all students an equitable education. In addition categorical funding is allocated for staffing needs of special programs.

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

School, district and community barriers to improvements in student achievement:



The rapid growth in the Eastvale community has and will continue to put pressure on the school. New students are continually enrolling on campus throughout the course of the school year. This can create some issues such as getting to know the new students in order to better serve their needs and to expand our program as the student population increases.

Another challenge this year is the uncertainty of the new API and the new state testing system which makes planning for the future difficult since we are not sure on what the achievement indicators will be.

Accessing additional funding sources will be a challenge as our student base grows to its projected capacity of over 4000 students. Our focus on resiliency as a foundation of the many programs we plan to implement are aimed at addressing the challenges that many underperforming students face when trying to access and/or meet the standards. Two areas in which we would like to devote resources are into our College and Career Readiness pathways which include our Career/Technical Education and an increased focus on A-G rates and college access for all students.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	875	845	96.6	843	2628.9	31	39	21	8
All Grades	875	845	96.6	843		31	39	21	8

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	38	49	13	44	47	10	24	66	10	41	51	8
All Grades	38	49	13	44	47	10	24	66	10	41	51	8

#### Conclusions based on this data:

1. We met our SBAC participation rate in ELA by testing 96.6% of our 11th grade students (845 out of 875).
2. 70% of our 11th graders either met or exceeded standards in ELA/Literacy. 29% did not meet standards.
3. Writing and Research/Inquiry were the literacy standards with the highest percentage in meeting "above standard" at 44% and 41% respectively. Reading and Listening were 38% and 24% at "above standards."

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	875	857	97.9	848	2579.6	9	24	31	35
All Grades	875	857	97.9	848		9	24	31	35

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	19	43	38	12	56	32	16	63	21
All Grades	19	43	38	12	56	32	16	63	21

#### Conclusions based on this data:

1. We met our SBAC participation rate in Math by testing 97.9% of our 11th grade students (857 out of 875).
2. 33% of our 11th graders either met our exceeded standards in Math. 66% did not meet standards.
3. Only 19% of our 11th graders were at above standard in Concepts and Procedures, 12% at above standard in Problem Solving & Modeling/Data Analysis, and 16% at above standard for Communicating Reasoning.

## School and Student Performance Data

### 2014-15 CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	12	20	23	39	16	27	6	10	2	3	59
<b>10</b>	14	23	26	42	14	23	4	6	4	6	62
<b>11</b>	4	29	3	21	5	36	1	7	1	7	14
<b>12</b>			7	41	6	35	1	6	3	18	17
<b>Total</b>	30	20	59	39	41	27	12	8	10	7	152

#### Conclusions based on this data:

1. Of the 152 students tested, 20% scored Advanced, 39% scored Early Advanced, 27% scored Intermediate, 8% scored Early Intermediate, and 7% scored Beginning. 59% of our EL students are above Intermediate.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	144	159	152
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	144	159	152
Number Met	100	105	106
Percent Met	69.4%	66.0%	69.7%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency		
	2012-13	2013-14	2014-15
	Years of EL instruction	Years of EL instruction	Years of EL instruction
	Less Than 5 Years	Less Than 5 Years	Less Than 5 Years
Number in Cohort	64	54	73
Number Met	14	19	23
Percent Met	21.9%	35.2%	31.5%
NCLB Target	20.1	22.8	24.2
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency		
	2012-13	2013-14	2014-15
	Years of EL instruction	Years of EL instruction	Years of EL instruction
	5 Or More Years	5 Or More Years	5 Or More Years
Number in Cohort	105	128	111
Number Met	59	62	57
Percent Met	56.2%	48.4%	51.4%
NCLB Target	47.0	49.0	50.9
Met Target	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

**Conclusions based on this data:**

1. For the year 2014-15, we met our target for AMAO 1 and AMAO 2. There is no data for AMAO 3.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	5,621	5,627	5,846
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	5,621	5,626	5,845
Number Met	3,342	3,383	3,631
Percent Met	59.5	60.1	62.1
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	4,819	2,152	4,778	2,140	5,099	2,111
Number Met	1,278	1,047	1,392	1,005	1,610	1,009
Percent Met	26.5	48.7	29.1	47.0	31.6	47.8
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. CNUSD (district data) shows that the target for AMAO 1 was met in 2014-15. However, the district did not meet AMAO 2 targets for those EL students who had 5 or more years of EL instruction. The district did meet AMAO 2 targets for those EL students who had less than 5 years of EL instruction.

**Graduation and Drop-Out Rate**

Dropout Rate and Graduation Rate						
<b>Eleanor Roosevelt High School</b>	<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>	
<b>Dropout Rate (1-year)</b>	2.4		2.3			
<b>Graduation Rate</b>	96.56		97.16			
<b>Corona-Norco Unified School District</b>	<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>	
<b>Dropout Rate (1-year)</b>	5.1		4.5			
<b>Graduation Rate</b>	90.96		91.92			
<b>California</b>	<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>	
<b>Dropout Rate (1-year)</b>	13.1		11.4			
<b>Graduation Rate</b>	78.87		80.44			



## 2014 Advanced Placement - Summary of Current Year Grades

### District Totals by Content Area

AP Score	AP Exam																				Total Exams Reported	Percent of Total Exams						
	Art History	Studio Art: 2-D Design	Studio Art: 3-D Design	Studio Art: Drawing	English Language & Composition	European History	Human Geography	Psychology	U.S. Government & Politics	U.S. History	World History	Calculus AB	Calculus BC	Computer Science A	Statistics	Biology	Chemistry	Environmental Science	Physics B	Physics C: Elec & Mag			Physics C: Mechanics	Chinese Language and Culture	French Language	Spanish Language	Spanish Literature	
5			1	2	49	18	6	9	45	49	41	19	38	37	6	6	4	6	16	4	2	6	21	1	76	2	464	8%
4	3	2		6	141	77	26	8	118	56	140	55	43	33	6	28	62	16	50	7	1	6	5	103	7	999	16%	
3	4			18	259	148	73	15	89	176	186	152	72	49	10	48	123	72	40	10	1	14	1	9	79	7	1655	29%
2	3			13	266	192	29	15	103	203	217	135	45	27	5	42	88	74	69	14	2	8		18	29	1	1508	28%
1	3			1	48	26	47	5	157	159	96	43	87	85	31	32	6	28	45	27	2	9	1	2	4		944	17%
Total Tested	13	2	1	40	763	461	181	52	512	643	680	404	285	231	58	156	283	196	220	62	8	43	28	30	291	17	5660	Total Number of Students
Total Passing	7	2	1	26	449	243	105	32	252	281	367	226	153	119	22	82	189	94	106	21	4	26	27	10	258	16	3118	
% Passing (3 to 5)	54%	100%	100%	65%	59%	53%	58%	62%	49%	44%	54%	56%	54%	52%	38%	53%	67%	48%	48%	34%	50%	60%	96%	33%	89%	94%	55.1%	2952

## 2014 Advanced Placement - Summary of Current Year Grades

### Roosevelt High School Totals by Content Area

AP Score	AP Exam																				Total Exams Reported	Percent of Total Exams
	Studio Art: Drawing	English Language & Composition	English Literature & Composition	European History	Human Geography	Psychology	U.S. Government & Politics	U.S. History	World History	Calculus AB	Calculus BC	Statistics	Biology	Chemistry	Environmental Science	Physics C: Elec & Mag	Physics C: Mechanics	Chinese Language and Culture	Spanish Language	Spanish Literature		
5		12	10	1	9	19	20	14	4	17	7	1	2	2	6		3	17	13	1	158	14%
4		38	20	5	8	47	23	34	13	10	7	2	24	4	10		2	4	24	2	277	24%
3	2	46	22	20	15	26	51	39	38	10	4	5	39	18	7	1	7	1	12	5	368	32%
2		35	11	8	15	25	50	34	34	2	2	2	23	23	6	1				1	272	23%
1		5		16	5	16	15	8	8	6	1	3		5	2		3	1			94	8%
Total Tested	2	136	63	50	52	133	159	129	97	45	21	13	88	52	31	2	15	23	49	9	1169	Total Number of Students
Total Passing	2	96	52	26	32	92	94	87	55	37	18	8	65	24	23	1	12	22	49	8	803	
% Passing (3 to 5)	100%	71%	83%	52%	62%	69%	59%	67%	57%	82%	86%	62%	74%	46%	74%	50%	80%	96%	100%	89%	68.7%	654

**Pupil Engagement and School Climate**

	2013-2014	2014-2015	2015-2016
<b>Annual Average Attendance %</b>	95.8	96.5	
<b>Chronic Absenteeism &gt; 10%</b>	9.0	7.6	

**Suspension and Expulsion Rate**

	2012-2013		2013-2014		2014-2015	
<b>Suspensions</b>	3.6	137	2.5	99	3.2	129
<b>Expulsions</b>	0.2	6	0.1	5	.12	5

### Student Demographics

2015-16 Student Enrollment by Grade Level Data as of: October 6, 2015	
Grade Level	Number of Students
Gr. 9	1142
Gr. 10	1078
Gr. 11	974
Gr. 12	858
<b>Total</b>	<b>3,667</b>

2015-16 Student Enrollment by Group Data as of: October 6, 2015		
Group	Percent of Total Enrollment	Number of Total Enrollment
<b>Black or African American</b>	12.4	545
<b>American Indian or Alaska Native</b>	0.2	15
<b>Asian</b>	11.8	535
<b>Filipino</b>	5.2	250
<b>Hispanic or Latino</b>	49.0	1934
<b>Native Hawaiian/Pacific Islander</b>	0.4	21
<b>White</b>	18.6	746
<b>Two or More Races</b>	0.8	37
<b>Socioeconomically Disadvantaged</b>	41.7	1642
<b>English Learners</b>	5.2	217
<b>Students with Disabilities</b>	9.3	418

## SPSA Annual Evaluation

### Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

With the new State Assessment data and baseline score, we have revised our goals. We will continue providing a rigorous curriculum in both ELA and Math so that we can reach our Goals #1 and #2, which is to increase the number of students reaching proficiency in ELA and Math on the CAASPP.

For Goal #3 in increasing language proficiency among our English learners, our Sheltered and EL Department are involved in ongoing professional development to provide quality instruction and the CCSS to our EL students.

Goal #4 in increasing school-home engagement, we have put programs into place to increase the active participation of our parents and community with the school to build the partnership between home and school

Goal #5 in fostering a positive school culture, we have developed a committee of teachers and administration to implement Mustang Way, which is a positive behavior intervention program.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

With CAASPP data, goal #3 is important for us as only 33% of our 11th grade students met or exceeded standards on the 2015 SBAC Assessment. We will continue to provide professional development for our teachers and find ways to provide support systems and targeted intervention for our students in Math.

### Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

SSC and ELAC review and approve the plan.

How was the plan monitored during the school year?

Weekly collaboration, Site Leadership Team meetings, Admin Team meetings, Department Chair meetings, and SSC meetings look at how we can continue to reach our SPSA goals.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

## 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: ENGLISH LANGUAGE ARTS</b>
<b>LCAP GOAL:</b>
Goal 1 - Increase the quality and rigor of the core curriculum and instruction implementing Common Core State Standards. Goal 2 - Close the identified achievement gap by providing targeted, additional support to meet the needs of students who are not meeting standards in the core instructional program.
<b>LEA GOAL:</b>
All students will attain proficiency in English-Language Arts by 2016.
<b>SCHOOL GOAL #1:</b>
Increase the number of students, overall and in numerically significant subgroups, reaching proficiency in English-Language Arts as measured by the California Assessment of Student Performance and Progress (CAASPP) and on Benchmark Assessments. 70% of our 11th graders either met or exceeded standards in ELA/Literacy on the SBAC. For the 2015-16 school year, we will increase that by 3% to 73% either meeting or exceeding ELA standards. All significant subgroups will increase the percentage of met or exceed standards by 5%.
<b>Data Used to Form this Goal:</b>
2014-2015 CAASPP data D/F list District Assessment data Site Assessment data
<b>Findings from the Analysis of this Data:</b>
Based on our 2015 SBAC data, 70% of our 11th graders either met or exceeded standards in ELA. 29% did not meet standards which is a significant number. For each of the four (4) areas of Reading, Writing, Listening, and Research/Inquiry, below half scored above standard.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will evaluate the progress of our goal to increase ELA state proficiency from 70% to 73% by looking at 2016 SBAC/CAASPP data.

<b>Strategy #1</b>
Alignment of instruction with content standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide implementation of common core state-standards (CCSS) through the district adopted core curriculum						
Provide supplemental instructional materials to support CCSS instruction						

<b>Strategy #2</b>
Extended learning time (Before or after school, at lunch, Saturdays, intersession, summer)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Saturday School						
Before and After School Tutoring						

<b>Strategy #3</b>
Increased educational opportunity

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AP Summer Institute for ELA						
SBAC Interim and Practice						

<b>Strategy #4</b>
Staff development and professional collaboration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly teacher collaboration						
Pull Out Days			Pull out days for ELA teachers (sub days)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	10000.00

## Planned Improvements in Student Performance

### School Goal #2

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

#### **SUBJECT: MATHEMATICS**

#### **LCAP GOAL:**

Goal 1 - Increase the quality and rigor of the core curriculum and instruction implementing the Common Core State Standards.

Goal 2 - Close the identified achievement gap by providing targeted, additional support to meet the needs of students who are not meeting standards in the core instructional program.

#### **LEA GOAL:**

All students will attain proficiency in Mathematics by 2015-2016.

#### **SCHOOL GOAL #2:**

Increase the number of students, overall and in numerically significant subgroups, reaching proficiency in Math as measured by the California Assessment of Student Performance and Progress (CAASPP) and on Benchmark Assessments.

33% of our 11th graders either met or exceeded standards in Math on the SBAC. For the 2015-16 school year, we will increase that by 4% to 37% either meeting or exceeding Math standards. All significant subgroups will increase the percentage of met or exceed standards by 4%.

#### **Data Used to Form this Goal:**

CAASP 2015 Data:

- 34% of ERHS students met or exceeded the Math standards
- 16% of English Learners, 23% of Hispanics/Latinos, 21% of African Americans, 26% of socioeconomically disadvantaged students, and 2% of students with disabilities met or exceeded the Math standards

Spring of 2015 Grades:

- 30% of student enrolled in Algebra/Integrated Math earned a D or F
- 18% of students enrolled in Integrated Mat 2 or above earned a D or F

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

Mathematics plays a vital role in students' readiness for college, career, and future prosperity. The common core skills of problem solving and data analysis, communication of reasoning, and procedural conceptualization are central to the ability of students to be college and career ready. Additionally, the holistic shift to CCSS encompasses changes in



curriculum, scope and sequence, instructional and assessment methods, depth, and resources. As a result, the need for student, teacher, administrator and parent education and training is great. At ERHS, math has historically been a gate keeper for student "a-g" completion and college access. Through the WASC self-study process, the focus groups also identified real world applications, collaboration and articulation, structure of interventions, and data-driven decision-making as schoolwide areas for growth.

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

We will look at a variety of data sources including CAASPP/SBAC, College Board's Advanced Placement and SAT, ACT, D/F rates, graduation rate, tutoring records, and intervention records.

**Strategy #1**  
Alignment of instruction with content standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve first-best instruction in mathematics.						
Implement schoolwide strategies to support application of Math concepts across the curriculum.						
Implement a system for monitoring student achievement in Mathematics						

**Strategy #2**  
Extended learning time (Before or after school, at lunch, Saturdays, intersessions, summer)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refine and improve targeted student interventions.			Math Academies/Math Mastery Courses during the day Before and After School Interventions Academic Saturday School			

**Strategy #3**  
Increased educational opportunity:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve current student preparation for SBAC testing			Computer			

**Strategy #4**

Staff development and professional collaboration:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue training for all Math teachers in Common Core State Standards and instructional strategies.			Pull Out Days	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	10000.00

## 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 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: ENGLISH LEARNERS</b>
<b>LCAP GOAL:</b>
Goal 1 - Increase the quality and rigor of the core curriculum and instruction implementing the Common Core State Standards. Goal 2 - Close the identified achievement gap by providing targeted, additional support to meet the needs of students who are not meeting standards in the core instructional program.
<b>LEA GOAL:</b>
All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading-language arts and mathematics.
<b>SCHOOL GOAL #3:</b>
Increase the number of English Learners that meet AMAO 1 and 2 targets by 2015-2016.
<b>Data Used to Form this Goal:</b>
CELDT assessments and annual AMAO data will be analyzed for grade level, subgroup, and individual academic gains (ELSSA)
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual CAASPP and CELDT results will be used to monitor language proficiency for all English Learners. Curriculum-embedded and district assessments in reading-language arts and mathematics will be used to monitor progress throughout the year.

**Strategy #1**  
Alignment of instruction with content standards:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to collaborate and utilize resources that align with content standards and to help deliver instruction.			EL Supplies	4000-4999: Books And Supplies	LCAP Supplemental	6500.00
			EL iPad mini for EL Science instruction	4000-4999: Books And Supplies	LCAP Supplemental	5500.00
Implement an assessment system to support EL students in the CELDT assessment.			CELDT Testing Administration resources	4000-4999: Books And Supplies	LCAP Supplemental	1650.00

**Strategy #2**  
Extended learning time (Before or after school, at lunch, Saturdays, intersessions, summer):

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

**Strategy #3**  
Increased educational opportunity:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Students will take field trips to enhance lesson in sheltered ELA, History, Science, and Math.			EL Field Trips	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	3600.00
Implement support and rewards system in place for EL students to increase achievement in CELDT levels.			ELAC	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	750.00
			CELDT Kickoff & CELDT Celebration	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	2000.00

**Strategy #4**

Staff development and professional collaboration:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL staff will attend conferences to be trainers of trainers in SIOP strategies.			Pull Out Days	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	10000.00
			EL PD Days	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	15000.00
			CABE Conference - Subs	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	2556.00
			CABE Conference Fees	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	8344.00
			NABE Conference - Subs	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	2840.00
			NABE Conference Fees	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	7660.00

## 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 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: ENGAGEMENT</b>
<b>LCAP GOAL:</b>
Goal 6: Establish home-school partnerships which build solid relationships between school and family.
<b>LEA GOAL:</b>
The LEA will promote the involvement of parents and community and provide parent education opportunities.
<b>SCHOOL GOAL #4:</b>
ERHS will strengthen the school-home relationship by implementing programs that directly involve parents and community as active participants. There will be open communication between home and school via various methods.
<b>Data Used to Form this Goal:</b>
Programs offered Parent sign in sheets
<b>Findings from the Analysis of this Data:</b>
Aside from Back to School Night, Open House, and sporting events, there has been a limited number of events/programs/workshops offered to parents and community that involve them with the school.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will implement various programs, such as Parents on Point, Parent Institute of Quality Education (PIQE), FAFSA Workshops, Informational Nights for Parents to directly involve them in their students' 4-year high school career. How to measure this is to have parent sign-in sheets and to monitor the number of programs available.

**Strategy #1**  
Implement Workshops for Parents

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents on Point, PIQE, FAFSA Workshops, College Nights, Grade Level Parent Nights			PIQE	5800: Professional/Consulting Services And Operating Expenditures	LCAP Supplemental	9000.00

**Strategy #2**  
Increase ongoing and open communication between home-school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Q System, Black Board Connect, school website, Friday Flash						

**Strategy #3**

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

**Strategy #4**

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



## 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: SCHOOL CLIMATE</b>
<b>LCAP GOAL:</b>
Goal 5: Implement measures at all schools to foster positive school environments and support students.
<b>LEA GOAL:</b>
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
<b>SCHOOL GOAL #5:</b>
ERHS will implement Mustang Way, a similar positive behavior intervention program as PBIS. ERHS will also implement programs to push for positive student and social behaviors, increase positive leadership on campus.
<b>Data Used to Form this Goal:</b>
Healthy Kids Survey WASC Parent Survey Amount of Programs on Campus Suspension Rates Attendance Rates Drop-Out Rates Graduation Rates Student access and enrollment in all required areas of study
<b>Findings from the Analysis of this Data:</b>
Students have indicated that they have a great sense of belonging on campus but would like to have more opportunities to get involved academically, socially, and athletically.
<b>How the School will Evaluate the Progress of this Goal:</b>
Healthy Kids Survey, WASC Parent Survey, Suspension Rates, Attendance Rates, Drop-Out Rates, Graduation Rates, student access and enrollment in all required areas of study.

**Strategy #1**  
Implement programs for student involvement in leadership

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Link Crew, UNITY, Renaissance, ASB			Link Crew Conference for 5 Teachers (Subs for 5 teachers, 3 days @ \$142/day sub rate)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	2130.00
			Link Crew Conference Fees for 5 Teachers	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	8870.00
Academic Programs: AVID & PUENTE			PUENTE Contract w/UC Berkley	5800: Professional/Consulting Services And Operating Expenditures	LCAP Supplemental	13500.00
Implement Every 15 Minutes			A supplement to state grant to implement this program for teaching students social responsibility.	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	4000.00

**Strategy #2**  
Put in place support systems and intervention programs to help students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Peer Tutoring						
Foster Youth Program			All Stars Project: Textbooks and resources for our foster youth population.	4000-4999: Books And Supplies	LCAP Supplemental	870.39
Implement Every 15 Minutes						

**Strategy #3**  
 Implement programs to reward students for positive behaviors.

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

**Strategy #4**

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

## Proposed Centralized Services Expenditures 2015 – 2016 School Year

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to student at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

<b>Funding Source</b>	<b>Common Core Training</b>	<b>Professional Development</b>	<b>School Support</b>
<b>Title I</b>	\$86,500	\$180,500	\$23,100
<b>Title II</b>	\$302,000	\$50,000	\$50,000
<b>LCAP Supplemental</b>	\$280,000	\$158,640	\$18,136.30

## School Proposed Funding 2015-2016

State Programs	Allocation
<b>LCAP Supplemental</b> <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$157,193.46
<b>LCAP Supplemental Carryover</b> <u>Purpose:</u> Carryover of funds from the previous school-year. Help educationally disadvantaged students succeed in the regular program.	\$11,058.73
<b>LCFF One-Time Funding</b> <u>Purpose:</u> To support academic achievement, provide enrichment, and help educationally disadvantaged students succeed.	\$204,250.00
<b>Expanded learning</b> <u>Purpose:</u> Support academic achievement, provide enrichment, and provide a safe afterschool environment for students.	\$
<b>Total amount of state categorical funds allocated to this school</b>	<b>\$372,502.19</b>

Federal Programs under No Child Left Behind (NCLB)	Allocation
<b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<b>Title I, Part A: Parent Involvement</b>	\$
<b>Title I, Part A: Program Improvement</b> <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<b>Other Federal Funds (list and describe):</b>	\$
<b>Total amount of federal categorical funds allocated to this school</b>	<b>\$</b>

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$372,502.19</b>
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## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCAP Supplemental	168,252.19	43,481.80
LCFF One-Time Funding	204,250.00	204,250.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP Supplemental	124,770.39

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCAP Supplemental	52,526.00
4000-4999: Books And Supplies	LCAP Supplemental	14,520.39
5000-5999: Services And Other Operating	LCAP Supplemental	35,224.00
5800: Professional/Consulting Services And	LCAP Supplemental	22,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	10,000.00
<b>Goal 2</b>	10,000.00
<b>Goal 3</b>	66,400.00
<b>Goal 4</b>	9,000.00
<b>Goal 5</b>	29,370.39



## 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
Jeremy Goins	X				
Delia Carreras		X			
Miles Neimeyer		X			
Frank Mata		X			
Jeremiah Murray		X			
Margaret Lucero			X		
Cindy Everett			X		
Mrs. Yeon Mary Kim Lee				X	
Cristina Moreno				X	
Patricia Delatorre				X	
Johnny Malufau					X
Emily Yang					X
Matthew Le					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

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 4/29/15.

Attested:

Jeremy Goins

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

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

\_\_\_\_\_  
Date

Kim Lawe

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

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

\_\_\_\_\_  
Date

**Appendix: Surveys**