

The Single Plan for Student Achievement

School: Lemoore High School

District: Lemoore Union High School District

County-District School (CDS) Code: 16-35606

Principal: Rodney Brumit

Date of this revision: December 1, 2015

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:	Rodney Brumit
Position:	Principal
Telephone Number:	(559) 924-6600 ext. 214
Address:	101 E. Bush, Lemoore CA 93245
E-mail Address:	rbrumit@luhsd.k12.ca.us

The District Governing Board approved this revision of the SPSA on 12/10/2015.



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Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

SCHOOL GOAL: All student groups will meet achievement standard and demonstrate progress toward mastery of the knowledge and skills needed for success in entry-level college coursework in the areas of English Language Arts and Math, as evidenced by SBAC.

WASC GOAL: Provide training for teachers to support their analysis of assessment data and utilize the assessment data to modify the curriculum and instructional strategies used in the classroom, to improve student achievement.

<p>What data did you use to form this goal? SBAC Data 2015 CST Data 2013 CELDT Data 2014 CAHSEE Data 2013-2015 WASC Self Study Document and VC Report</p>	<p>What were the findings from the analysis of this data? 50 % of students showed mastery of skills in ELA and 32% were approaching mastery in ELA. 13% of students showed mastery of skills in Math, with 31% approaching mastery.</p>	<p>How will the school evaluate the progress of this goal? Annual evaluation of CELDT scores and SBAC scores measuring ELD proficiency as well as ELA and Math standards mastery.</p>
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STRATEGY: Lemoore High School students will show master in ELA and Math as measured by a score of 3 or higher on the SBAC in ELA and Mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. All students will take a diagnostic test to provide ELA teachers with benchmark data on student performance.</p>	<p>*Principal/ Asst. Principal *Teachers</p>	<p>All Core Grade Level ELA classes will administer a ELA benchmark. Information will be used as a measure for EL Reclassification as well as benchmark data on student performance. Fall 2015</p>	<p>General Fund</p>

<p>2. At risk students will have access to strategic or intensive intervention classes to improve academic performance in ELA and Math. ELA support will be provided in grades 9 and 10. Math support in grades 9</p>	<p>*Principal/Asst. *Counselor/Master Schedule</p>	<p>During Master Schedule development identified students will be placed in a strategic or intensive intervention class in ELA.</p> <p>Math intervention will target incoming 9th grade students based on 8th grade math placement exam. This intervention will be provided via a block MVP Integrated Math 1 class.</p>	<p>Title 1 \$77,363</p>
<p>4. Use Language Live program for all intensive students 90 min. per day to provide intensive, targeted remediation in ELA.</p>	<p>* Teachers</p>	<p>Students targeted for intensive ELA support will be identified as those students scoring Below Basic or Far Below Basic on 8th grade ELA Placement Test or 9th grade ELA grade.</p>	<p>EIA \$12,000</p>
<p>5. Use Illuminate Ed to analyze disaggregated SBAC, CELDT, CAHSEE, and local benchmark scores in math, ELA, science, & social science</p>	<p>*Principal/ Asst. *TOSA *Dept Chairs</p>	<p>New teachers will receive training on the use of Illuminate Ed. The TOSA will be available to all staff to support the use of Illuminate Ed to analyze student performance data, both on State Assessments and local assessments.</p>	<p>General Fund</p>
<p>6. Offer intervention classes for all junior and senior students who did not pass CAHSEE in ELA and Math. (EPC 1,2)</p>	<p>*Principal/Asst.</p>	<p>Students identified, as not passing either the Math or ELA portion of the CAHSEE will be provided a Math or English intervention class during the academic school day.</p>	<p>Title 1 \$114,329</p>

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

SCHOOL GOAL: A standards based and appropriate curriculum will be provided for **all** students with a special emphasis on significant subgroups.

WASC GOAL: Provide students with opportunities to practice 21st Century Learning Skills, engage in project based learning, and to practice the skills embedded in Common Core Standards.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC Data 2015 CST Data 2013 CELDT Data 2014 CAHSEE Data 2013-2015 WASC Self Study Document and VC Report	Students in significant subgroups such as Hispanic, SED, EL, and SWD have not reached federal goals for proficiency on CAHSEE. In addition these same subgroups did not achieve mastery on SBAC.	This goal will be evaluated on an annual basis as part of the SPSA Evaluation process. Data utilized to evaluate this goal will include the following: Local Benchmark Data, CAHSEE Performance Data, SBAC Performance Data, CELDT Data, Collaboration Notes, Department Chair Minutes.

STRATEGY: Lemoore High School will regularly assess and modify curriculum as needed to improve instructional delivery provided to students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. LHS will maintain a standards-based curriculum that will give students academic access in ELA and Math. (EPC 1, 2)	*Principal/Asst. *TOSA *Dept Chairs * Teachers	Curriculum in ELA and Math will include additional supplemental materials to support the transition to Common Core State Standards, as current textbooks are aligned to California Content Standards.	General Fund

<p>2. LHS will maintain an EL curriculum that will provide academic access to core curriculum. (EPC 1, 2)</p>	<p>*Principal/Asst.</p>	<p>EL curriculum will include state adopted Milestones Program. In addition, supplemental materials will include Edge, as well as technology embedded activities completed with the use of iPads and Rosetta Stone.</p> <p>EL students identified as CELDT level 1 or 2 will be provided SDAIE instruction, which may include two periods of ELD instruction</p>	<p>EIA \$7,000</p>
<p>3. LHS will maintain an Intensive curriculum to benefit students who are two or more grade levels below in ELA and Math. (EPC 1, 2)</p>	<p>*Principal/Asst.</p>	<p>Students two or more grade levels behind in ELA in grades 9 and 10 will receive intensive English support via a two period block.</p> <p>Students two or more grade levels behind in Mathematics in grade 9 will receive intensive Math support via a two period block class.</p>	<p>See item 1.4</p>
<p>4. LHS will provide appropriate curriculum and assistance to students who are one grade level below in ELA. (EPC 1, 2)</p>	<p>*Principal/Asst.</p>	<p>Students who require strategic support in English will receive an additional period of English instruction via a strategic support class.</p>	<p>General Fund</p>
<p>5. LHS will offer a Career and Tech. Education program to assist students with their career choices.</p>	<p>* CTE Advisory Committee</p>	<p>Students will have access to a variety of CTE courses spanning the Career Pathways. Teachers will have access to training and professional development to improve instructional strategies and academic achievement of their students. Materials and supplies will be purchased to support the academic achievement of students.</p>	<p>Vocational Education \$44,790</p>

<p>6. LHS will maintain and support access to the general curriculum for students with IEPs. (EPC 1, 2)</p>	<p>* Teachers</p>	<p>Students with IEPs will receive push-in support in general education classes as well as consultation support outside of these classes to support their academic achievement.</p> <p>School Psychologists will provide additional support to Students with IEPs</p>	<p>Federal Special Education \$77,869 Federal Special Education-Mental Health \$26,584 Special Education \$985,859 Special Education- Mental Health \$32,401</p>
<p>8. Incoming freshmen students will be counseled to make informed curriculum choices to be prepared for success beyond high school.</p>	<p>*Principal/Asst. *Counselors *Teachers</p>	<p>Prior to enrolling at LHS, incoming 8th grade students will receive information regarding electives and core curriculum offerings via 8th grade parent nights and walk through registration.</p> <p>Once at LHS freshman students will receive career guidance via Life Skills classes. Academic counseling provided by counselors when students are registering for classes for the upcoming school year will reinforce this information.</p>	<p>General Fund</p>
<p>9. LHS will continue to increase the number of students who are placed in a-g college prep classes.</p>	<p>*Counselors *Asst Principals</p>	<p>During counseling sessions students will be educated regarding A-G requirements and encouraged to take college prep and/or Advanced Placement courses to meet these requirements.</p>	<p>General Fund</p>
<p>10. LHS will utilize a standard of placement for all core classes using assessment data. (EPC 1,2)</p>	<p>*Principal/Asst. *Counselors *PLCs</p>	<p>The course placement matrix will be reviewed and revised annually to ensure proper student placement.</p>	<p>No Additional Cost</p>

<p>11. Daily objectives will be posted in the classroom using student friendly language, key vocabulary, and measurable verbs.</p>	<p>*Teachers</p>	<p>Administrative walkthroughs will track the implementation of posting objectives. Administrative team will track this feedback via google forms and iPads.</p>	<p>No Additional Cost</p>
<p>12. LHS teachers will utilize technology as an instructional tool to support student achievement of academic standards</p>	<p>*Teachers</p>	<p>Administrative walkthrough data will track the use of technology in the classroom, both by the teacher and by the students.</p> <p>Teachers will continue the integration of technology into the classroom, including the use of laptops/chromebooks to conduct assessments, similar to the SMARTER Balance assessment.</p> <p>New technology will be purchased to support the integration and use of technology in the classroom; this technology may include Chromebooks, Chromebook Carts, LCD projector, and headphones. Technology needs will be prioritized and materials will be purchased based on priority and need.</p> <p>Staff will receive appropriate training in regards to new technology used in the classroom. (Google Classroom)</p> <p>TOSA (Technology Coach) will provide support to Teachers in the implementation of Technology as an instructional strategy</p>	<p>EIA \$11,00</p>
<p>14. Science teachers will collaborate with the TCOE on transition to NGSS</p>	<p>*TCOE *TOSA *Science Dept</p>	<p>With support from TCOE, the Science department will develop a transition plan to transition to NGSS.</p>	<p>Title 2 \$5000</p>

<p>15. All LHS teachers will utilize Kagan Structures daily.</p>	<p>*Teachers *Asst Principals *TOSA</p>	<p>Administrative walkthrough data will track the implementation on weekly Kagan structures in the classroom. TOSA will provide ongoing training and coaching to staff in the implementation of Kagan Structures.</p>	<p>Title 1 \$52,784</p>
<p>16. LHS will provide afterschool homework for students struggling in core academic classes</p>	<p>*Certificated Tutors</p>	<p>Tutoring will be offered to students in core academic areas: English, Mathematics, Social Science and Science.</p> <p>This service will be available to all students, however students who are referred to tutoring will be mailed a letter inviting them to tutoring.</p> <p>Specific tutoring will be provided to Native American students at the SRR Education Department.</p>	<p>LCAP Funding Indian Education \$20,500</p>
<p>17. At risk students will be provided access to credit recovery opportunities after school.</p>	<p>*Credit Recovery Teachers *Counselors</p>	<p>Seniors will have first priority for credit recovery opportunities after school. Classes will be run M/W or T/TH with a credentialed teacher available daily.</p>	<p>LCAP Funding</p>
<p>18. LHS will maintain a formative assessment system designed to collect data and monitor progress of intensive needs. (EPC 3,7,8)</p>	<p>Principal/Asst *Intensive English Teachers</p>	<p>Intensive English teachers will assess and measure student progress on a regular basis and collaborate on assessment results and instructional practices.</p>	<p>See Item 1.4</p>

<p>19. LHS administrators will conduct classroom walkthroughs to measure use of posted objectives Kagan Structures, technology, and writing to support classroom teachers. (EPC 4,6,8)</p>	<p>Principal/Asst * Teachers</p>	<p>Results of walkthrough data will be reviewed weekly via PAC, this information will also be provided to staff via the Principal's weekly update.</p>	<p>See Item 1.12</p>
<p>20. LHS will collaborate and modify on a regular basis, pacing guides based on benchmark assessment results and transition to common core. (EPC 4,6,7,8)</p>	<p>Principal/Asst. Teacher on Special Assignment</p>	<p>During Friday collaboration time departments will meet and discuss pacing guides, instructional practices, and assessment results. Summer collaboration time will also be provided to staff to support the successful transition and implementation of Common Core Standards</p>	<p>Title 2 \$6,822</p>

LEA GOAL: By 2005-2006, all students will be taught by highly qualified teachers.

SCHOOL GOAL: To build and sustain leadership capacity that supports continuous instructional and school improvement. Incorporate professional development, collaboration and coaching for instructional effectiveness and increased student achievement.

WASC Goal: Provide training and support to teachers in regards to the use of technology in the classroom as an instructional tool and as an assessment tool.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SBAC Data 2015 CST Data 2013 CELDT Data 2014 CAHSEE Data 2013-2015 WASC Self Study Document and VC Report	Student performance on SBAC suggests additional support must be provided transition to teachers in regards to instructional strategies as well as reliable data on student performance related to Common Core Standards and the use of technology as an assessment tool.	Annually site administration will report to stakeholders on progress towards achieving school goals. This report will include a review and analysis of the professional development plan as well as instructional strategies employed at LHS.

STRATEGY: Professional development will be provided to staff focusing on instructional strategies, curriculum alignment, and continuous school improvement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Staff will participate in systematic professional development with focus on improving academic performance and improving instructional strategies. (EPC 4,5,6,)	*Principal/Asst. *TOSA *Classroom Teachers	Teachers will participate in site based professional development, topics may include: Kagan Structures, Project Based Learning, NGSS, Advanced Placement, English Curriculum, AVID Methodologies, Technology, STEM, supporting the transition of students from grade 8 to high school, writing across the curriculum, Instructional Strategies and Leadership. Professional development focused on ELD and	Title 2 \$32,786 EIA \$2,000 Vocational Education \$8,500

		supporting academic success of EL students will be available to EL/SDAIE instructor and strategic English instructors.	
2. Provide Induction support for all new teachers with preliminary credentials. (EPC 4,5)	* Principal / Asst * BTSA Support Providers *Kings County Office of Education	New teachers will participate in the BTSA program as well as monthly meetings with the Principal to discuss concerns in the classroom as well as provide additional training to new staff.	LCAP Funding
3. Provide training to appropriate staff to effectively and accurately administer state exams i.e Smarter Balance and CELDT	*Testing Coordinator *Administration *Testing Staff	Staff responsible for CELDT assessments will conduct annual required training. Staff will attend state assessment trainings.	Title 2 \$3,000

LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

SCHOOL GOAL: Increase parent involvement in their student's education.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>WASC Self Study and VC Report Parent Survey Title 1 Meeting</p>	<p>Although parents are heavily involved in extra curricular booster groups, there is a significant decrease in parent involvement of at-risk students.</p>	<p>This goal will be evaluated on an annual basis as part of the SPSA Evaluation process. Data utilized to evaluate this goal will include the following: Annual Parent Survey, increased attendance at Title 1 Annual Parent Meeting, SSTs, SARB, SDRB, and Student Led Conferences.</p>

STRATEGY: Lemoore High School will develop a program to encourage parental involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Provide a positive attitude and atmosphere for the educational, social and physical development of LHS students.</p>	<p>*Principal *TAPIT volunteers</p>	<p>Parents will be regularly informed of events on campus, student achievement and performance, and academic support available on campus.</p>	<p>General Fund</p>
<p>2. Support Sober Graduation as a safe and drug free alternative on graduation night.</p>	<p>*Principal * TAPIT volunteers</p>	<p>Provide committee parents a location for meetings. Provide committee parents with support for organizing this event. Students will have access to a safe and fun event after graduation.</p>	<p>No Additional Cost</p>

3. Hold Back to School Night	<ul style="list-style-type: none"> * Principal/Asst. * Teachers 	Inform parents regarding Back to School night, via orientation packets, Marquee, and School Messenger notices.	No Additional Cost
4. Hold Student Led Conferences for identified At-Risk Students	<ul style="list-style-type: none"> * Principal/Asst * Title 1 Teachers 	Student Led Parent conferences will be held annually in the spring for students in intervention classes, including Strategic English, Intensive English, CAHSEE English, CAHSEE Math, and Intensive Math.	Title 1 \$450
5. Junior High parents will meet with school staff to develop Four-Year Plan for high school.	<ul style="list-style-type: none"> * Principal/Asst * Counselors * Teachers 	8 th Grade Informational Parent Nights will be held for all incoming 9 th graders. These meetings will be held at the feeder schools prior to completion of the walk through registration process, which is held at Lemoore High School.	No Additional Cost
6. Parents will be notified of student progress on a regular basis.	<ul style="list-style-type: none"> * Teachers 	Teachers will contact parents of all students in danger of failing their classes (D/F students). Teachers will utilize the School Messenger program to regularly inform parents of their students' progress. Progress reports will be mailed every 6 weeks.	General Fund

7. Improve campus appearance.	<ul style="list-style-type: none"> *Site Administration *Central Office Administration *Grounds and Maintenance Staff 	Site Administration will collaborate with the Central Office Administration as well as the Grounds and Maintenance staff to improve the ambience of the school grounds and facilities as recommended by the WASC Visiting Committee	General Fund
8. Implement Positive Behavior Intervention Systems	<ul style="list-style-type: none"> *Principal *PBIS Leadership Team *PBIS Coach 	<p>Identify PBIS Leadership Team consisting of LHS Stakeholders.</p> <p>Identify PBIS Coach to lead PBIS Implementation Plan at Lemoore High School.</p> <p>PBIS Leadership team will attend trainings to begin process of implementing PBIS at Lemoore High School</p>	LCAP Funding
9. Translation services will be provided to Spanish Speaking Parents.	*Spanish Translator	<p>School documents including, attendance letters, discipline letters, Student/Parent Handbook will be translated in Spanish.</p> <p>A Spanish translator will be available to parents at all SSTs, IEPs, Section 504s, and any other meeting where parents attend and their primary language is Spanish.</p>	EIA \$47,379

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$111,602	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

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<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds (Vocational Education, Special Education Mental Health)	\$85,691	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$197,293	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$316,479	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$47,608	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Federal Special Education	\$77,869	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Federal Special Education- Mental Health	\$26,584	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Indian Education	\$25,384	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Special Education	\$985,859	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Ag Incentive	\$18,229	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$1,498,012	
Total amount of state and federal categorical funds allocated to this school		\$1,695,305	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rodney Brumit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamie Rogers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aaron Gardner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frances Bracamonte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Beth Hearn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sepalika Wick	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Ecker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gina Tashima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katie Gibson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Forrest Zenone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kerby Bailey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Drew Gobby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Chedester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christina Braateen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	2	3	4

² EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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 _____
 - English Learner Advisory Committee _____
 - Special Education Advisory Committee _____
 - Gifted and Talented Education 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) Principal's Advisory Committee, Principal's Student Advisory Committee
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: 12/1/2015.

Attested:

Rodney Brumit
Typed name of School Principal

Signature of School Principal Date

Forrest Zenone
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

Form F: Proposed Budget

Resource	Description	Account	Proposed Expenditures	Estimated Cost
3010	Title I, Part A			
		1000	CAHSEE Teachers	\$ 190,656
		3000	Benefits	\$ 53,823
		4000	Materials and Supplies	\$ 450
		5800	Transportation set aside	\$ 36,000
		5800	Supplement Educational Services/Consultant	\$ 35,550
				\$ 316,479
3310	Federal Special Education			
		2100	Instructional Aides	\$ 63,574
3311			Special Duty	\$ 700
		3000	Benefits	\$ 13,595
				\$ 77,869
3327	Federal Special Education-Mental Health			
		1200	Psychologist	\$ 20,948
		3000	Benefits	\$ 5,636
				\$ 26,584
3550	Vocational Education			
		4000	Instructional Materials	\$ 44,790
		5000	Travel and Conference	\$ 8,500
				\$ 53,290
4035	Title II Part A			
		1100	Teacher Inservice	\$ 5,980
		3000	Benefits	\$ 842
		4000	Instructional Materials	\$ -
		5000	Travel & Conference / Other Services	\$ 40,786
				\$ 47,608

4510	Indian Education			
		1100	Tutoring	\$ 20,500
		3000	Benefits	\$ 2,884
		4000	Equipment	\$ 2,000
				\$ 25,384
6500	Special Education			
		1100	Special Education Teachers	\$ 570,623
		1100	Substitute Teachers	\$ 15,200
		1100	Teacher inservice	\$ 8,569
		1200	Psychologist	\$ 87,980
		1300	Department chair	\$ 1,056
		2100	Instructional Aides	\$ 50,581
		3000	Benefits	\$ 227,560
		4300	Materials and Supplies	\$ 14,302
		5000	Travel / Motorpool / Print Shop / Other Services	\$ 9,988
				\$ 985,859
6512	Special Education-Mental Health			
		1200	Psychologist	\$ 25,137
		3000	Benefits	\$ 6,764
		4000	Material/Supplies	\$ 500
		5000	Counseling Services	\$ -
				\$ 32,401
7010	Ag Incentive			
		4000	Instructional Materials	\$ 13,169
		5000	Travel and conference/Postage	\$ 4,264
		5000	Rentals, Leases and repairs	\$ 796
				\$ 18,229

7090 EIA

1000	SADIE teacher	\$	21,630
2000	Bilingual Asst	\$	30,170
3000	Benefits	\$	23,802
4000	Instructional Materials	\$	34,000
5000	Travel and conference / Online classes	\$	2,000
		\$	111,602

Account Description

1000	Certificated Salaries
2000	Classified Salaries
3000	Benefits
4000	Instructional Supplies
5000	Contracted Services Travel/ Conference
6000	Equipment

Form G: Single Plan for Student Achievement Annual Evaluation

School: Lemoore High School Plan Year: 2014-2015

District: Lemoore Union High School District

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans. Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

Title I regulations require that a school operating a schoolwide program monitor and annually evaluate/review the implementation of, and results achieved by, the schoolwide program. The school must revise its school plan as necessary based on the results of the evaluation. [34CFR 200.26(c)].

In a Single Plan for Student Achievement a focus on results is central to the school's effectiveness. Without reviewing results, it would be unlikely that the school could assess their effectiveness in improving student learning, and repeat any successes. This document, along with pacing guides, common assessments, intervention plans, and assessment data, summarizes the schools process in implementing the Single Plan for Student Achievement or SPSA.

The process completed by Lemoore High School included the following steps:

- Check:** NEEDS ASSESSMENT: Gather, analyze, and assess performance data related to California Content Standards.
- Act:** REAFFIRM OR REVISE GOALS: Based on assessment data evaluate what changes must be made to improve the plan.
- Plan:** REVISE IMPROVEMENT STRATEGIES AND EXPENDITURES: Design processes to improve results, (improvement strategies in Single Plan for Student Achievement, LEA Plan, Single School District Plan)
- Do:** MONITOR AND IMPLEMENT, plan and measure performance (SPSA Action Plan)

Check: Needs Assessment

List the assessments (school and district) used last school year – How we monitored student learning on essential standards

- Lemoore High School utilizes the following assessments as a measurement on students' progress on mastering proficiency on essential standards:
 - CAHSEE Math and ELA, CELDT English Language Development, Advance Placement Exams, SBAC Assessment Data and Local Benchmark data. (Prior year CSTs scores are utilized)
- State assessment data (CAHSEE) was reviewed with the School Site Council during the May 2015 meeting.

AYP/API Performance

Annual Yearly Progress (AYP)

Is your school in Program Improvement?

Yes: ✓ _____

No: _____

Year: 5

On the most recent AYP Report which subjects and/or subgroups did not meet AYP criteria for AMOs?

Group	English Language Arts	Math
School Wide	No (50.1)	No (48.4)
White	No (59.9)	No (52.4)
Hispanic	No (43.3)	Yes (46.1) via safe harbor
Socioeconomically Disadvantaged	No (38.0)	No (38.7)
English Learners	No (4.7)	No (4.4)

Grad Rate: Yes (91.11%)

API – Schools did not receive API scores for 2015

What are the summary results for the above assessments (Attach or provide data here)?

- See Attached data

Based on data regarding student achievement, provide a list of the school's strengths and needs.

(What is working and what do we still need to do?)

STRENGTHS	NEEDS
Increased offerings for advanced students via Advanced Placement Program.	Revise instructional practices focused on improving college and career readiness skills.
Provided additional CAHSEE remediation for at risk students in grades 11 and 12	Need to develop targeted instruction for At-Risk Students, with specific focus on Common Core Standards.
Provided intervention for strategic students in ELA for grades 9 and 10 as well as intensive support in grade 9 in both ELA and Math	Develop tiered intervention to support students struggling in Mathematics, which aligns to Common Core Standards in Mathematics
Afterschool tutoring	Common Core alignment for Mathematics, ELA, Science, and Social Science
Increased technology available to teachers and students	Development of NGSS implementation plan to support successful transition to
Credit Recovery opportunities provided to	

students to support student achievement and progress towards meeting graduation requirements

NGSS Standards in Science.

Continued professional develop focus on instructional strategies to support student achievement of Common Core Standards.

In addition to state assessment data, Lemoore High School also conducted a needs assessment via the completion of the Academic Performance Survey or APS. The APS is designed to help a school analyze the extent to which it is providing a coherent instructional program to support improved student achievement.

Act: Decide what changes must be made to improve the process (Plan) and adjust accordingly:

Evaluation of Achievement of Previous Goals

Key Goals in the 2014-2015

1. All student groups will demonstrate exemplary performance on state assessments in the areas of English Language Arts, Math, Science, Social Science as evidenced by CAHSEE and CST.
2. Standards based and appropriate curriculum will be provided for **all** students with a special emphasis on significant subgroups.
3. Standards based and appropriate curriculum will be provided for **all** students and will be assessed and modified regularly.
4. To provide an appropriate, targeted staff development experience to all teachers and staff.
5. Promote further development of PLCs by supporting professional development activities that address current research, develop instructional practices, curriculum, and coaching techniques. Professional development will be focused on implementation of the Common Core Standards, as well as instructional strategies, developing curriculum and writing strategies.
6. Continue the development and use of technology in the classroom, including continuing to develop staff and student technology skills via professional development, to support the implementation of the Common Core standards.

What Do We Want Our Students To Learn?

- Have we identified the essential standards for each grade level/content area?
 - With the transition to Common Core, the essential standards previously identified have become obsolete. Efforts are now focused on addressing the new Common Core Standards as well as the key instructional shifts associated with these new standards.

How Will We Know When They Have Learned It?

- Do the summary results tell us if the students are acquiring the knowledge and skills we have determined are most essential (essential standards)?
 - Yes, the students are acquiring the knowledge and skills determined as essential.
 - No, the students are not acquiring the knowledge and skills determined as essential.

- What do the results tell us about instructional pacing, strategies, classroom practice, material, and assessments we use to determine if students are learning the identified essential standards?
 - Recently Lemoore High School has seen a decrease in academic performance as measured by AYP, this decrease in academic performance is specific to grade 10 CAHSEE performance. There was a decrease in proficiency rates for all subgroups (except Hispanic students in Math). It would appear based on this data that revised instructional practices related to CAHSEE would be a benefit for students. As our departments transitioned to Common Core, essential standards that we previously covered we abandoned in an effort to provide teaching staff with time to implement new instructional strategies in preparation for the SBAC.

How Will We Respond When Some Students Don't Learn?

- What is our plan or system for interventions?
 - Lemoore High School will continue with planned English Language Arts interventions which include: Strategic intervention for students previously scoring basic on ELA 8th Grade Placement Test additional multiple measures are evaluated for student placement, including current grade level classwork, CELDT data, and SST or IEP team recommendations, this one period class supports the grade level core course. Intensive intervention will be provided for students previously scoring below basic or far below basic on the ELA 8th Grade Placement. These two period blocks classes are designed to backfill gaps in student knowledge; the goal is for students in the intensive class to improve academic skills in the content area to support critical thinking skills, reading skills, and writing skills.
 - For Mathematics Lemoore High School will continue with the previously implemented interventions focusing on grade 9. Grade 9 will focus on students who lack fundamental pre-algebra skills. In addition, Math Support classes will also be offered for those students who have not successfully completed the CAHSEE requirement; these classes are

available to students in grades 11 and 12. It is noted that with the implementation of the integrated math sequence, there is a need to develop a strategic support curriculum for students in grade 11 who have previously taken Math 1 or Math 2, and need additional support to show mastery on SBAC assessed standards.

- Tutoring opportunities have been provided to students in all core areas.
- What evidence do we have that the Professional Development program has been effective in improved student achievement?
 - Professional Development for Lemoore High School during the 2014-2015 school year was focused on common core implementation, Kagan Structures, differentiated instruction, Project Based Learning, Physical Education, Curriculum Development, Math Vision Project, STEM, Writing Across the Curriculum, Technology, AVID Methodologies, Career Pathways, and Advanced Placement Training.

Plan: Revise improvement strategies and expenditures. Design processes to improve results, (improvement strategies in Single Plan for Student Achievement, LEA Plan, Single School District Plan) Recommend SPSA to board for approval.

- Based on student learning results determine changes that must be made to our processes/plan for the next school year.
 - Based on the comprehensive needs assessment, the 2015-2016 SPSA or Single Plan for Student Achievement was designed. This plan outlines the goals identifies through the comprehensive needs assessment. Please see the SPSA draft for additional information.

Do: Implement and monitor plan, measure performance throughout the year. (SPSA Action Plan)

Appendix B: School and Student Performance Data

- Table 1: Academic Performance Index (API) by Student Group
- Table 2: English-Language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Percent Proficient CST
- Table 6: SBAC Assessment Data

Table 1: API by Student Group (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api>.)

	ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																							
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					Hispanic				White				Socioeconomically Disadvantaged				English Learners				Students with Disabilities			
	11	12	13	Sum	11	12	13	Sum	11	12	13	Sum	11	12	13	Sum	11	12	13	Sum	11	12	13	Sum
API Growth Values	750	752	749	-1	698	714	713	+15	786	798	803	+17	703	704	711	+8	647	684	579	-68	471	562	534	+63

Trends indicated by the data: possible challenges, if any, and additional information needed

NOTE: API scores were not provided to schools in 2014 based on changes to the accountability program for California Schools. Data analysis related to API is based on 2013 scores. These scores provide trend data from 2011-2013

There has been a slight decrease in API in 2013, which resulted in a three-point decrease to the overall score. However there has been significant growth in Hispanic, White, Socioeconomically Disadvantaged, and Student with Disabilities subgroups. The English Learner subgroup saw significant gains in 2012, but a significant decline in 2013. This continues to be an area of focus for Lemoore High School. The 105-point decrease from 2012 to 2013 is significant evidence that additional support is needed for these students.

Table 2: English-Language Arts AYP (Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.)

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					Hispanic				White				Socioeconomically Disadvantaged				English Learners				Students with Disabilities			
	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif
AYP Target	77.8	88.9	100	-	77.8	88.9	100	-	77.8	88.9	100	-	77.8	88.9	100	-	77.8	88.9	100	-	77.8	88.9	100	-
Percent At or Above Proficient	54.3	53.2	50.1	-3.1	39.1	44.7	43.3	-1.4	70.5	65.2	59.8	-5.3	34.9	45.1	38	-7.1	30.1	11.7	4.7	-7	32.4	18.6	17.5	-1.1
Met AYP Criteria	N	N	N	-	N	N	N	-	SH	N	N	-	N	SH	N		N	-	N	-	-	-	N	

Trends indicated by the data: possible challenges, if any, or additional information needed

ELA AYP data provides evidence that students have not made significant gains in reaching federally mandated AMOs. Achieving federally mandated AMOs continues to be a significant area of focus for Lemoore High School and substantial efforts have been via previous school site plan goals, to target students for supplemental instruction, in an effort to improve proficiency rates. Although the school wide proficiency rates have remained flat, we have previously seen growth in the Hispanic and Socioeconomically Disadvantaged subgroups. CAHSEE Pass rates declined 5% in ELA and 5% in Math last year. Current pass rates are 80% Passing in Math and 79% Passing in ELA.

Table 3: Mathematics AYP (Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.)

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					Hispanic				White				Socioeconomically Disadvantaged				English Learners				Students with Disabilities			
	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif	12	13	14	Dif
AYP Target	77.4	88.7	100	-	77.4	88.7	100	-	77.4	88.7	100	-	77.4	88.7	100	-	77.4	88.7	100	-	77.4	88.7	100	-
Percent At or Above Proficient	47.1	48.2	48.4	-0.2	37.6	38.2	46.1	+7.9	56.5	63.6	52.4	-11.2	32.8	40.4	38.7	-1.7	34	14.8	4.4	-10.4	11.8	18.6	13	-5.6
Met AYP Criteria	N	N	N		N	N	SH		N	SH	N		N	SH	N		Y	-	N		-	-	N	

Trends indicated by the data: possible challenges, if any, or other information needed

Math AYP data shows an increase in performance in the Hispanic Subgroup and a slight decrease for all students. Scores in 2012-13 showed improvement from the 2011-12 reporting. Achieving federally mandated AMOs continues to be a significant area of focus for Lemoore High School and substantial efforts have been via previous school site plan goals, to target students for supplemental instruction, in an effort to improve proficiency rates.

Table 4: CELDT Data

Grade	CELDT Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
9	10	2	52	10	60	12	16	3	6	1	144
10	20	4	64	13	51	10	14	3	5	1	154
11	0	0	52	10	45	9	6	1	4	1	107
12	10	2	40	9	27	5	10	2	3	.5	90
12+	0	0	0	0	0	0	0	0	3	.5	3
Total	40	8	208	42	183	37	46	9	21	4	498

Conclusions indicated by the data:

1. A majority of students assessed via the CELDT are scoring in the Early Advanced category, one criteria for reclassification. However the percent of students scoring in the reclassification criteria and the number of student being reclassified are substantially less. This provides evidence that while students have acquired the needed language skills they are still struggling to show proficiency via standardize assessments and classroom performance.
2. There is a significant number of English Learners who are provided support via strategic support classes. This students fall into the intermediate range in CELDT testing.

Table 5: Percent Proficient on California Standards Test

Level Achieved	Percent Proficient on California Standards Test 3 Year Comparison																	
	School wide			White			Hispanic			SED			SWD			EL		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
ELA All Grades	49	52	54	63	66	68	37	41	43	39	40	43	9	15	22	10	15	18
Algebra	23	15	13	28	21	20	19	12	11	21	12	11	5	6	6	12	14	5
Geometry	20	21	19	29	28	21	13	15	15	12	19	14	5	0	17	3	12	8
Algebra 2	19	21	20	22	26	25	14	20	16	14	13	17	0	17	0	0	0	11
Earth Science	42	36	42	59	64	52	32	23	35	35	29	31	18	16	35	16	18	5
Biology	52	47	50	65	62	66	39	35	39	40	35	40	10	24	38	3	12	14
Chemistry	24	38	30	29	46	43	17	30	18	18	25	22	0	0	12	0	0	20
World History	41	31	29	53	41	49	30	21	19	31	20	21	9	19	15	5	8	10
US History	54	56	39	67	69	46	42	49	28	44	48	26	16	16	17	11	12	9

Conclusions indicated by the data:

NOTE: Conclusion data is based on 2013 CST scores, as no data was provided for 2014 SBAC and limited CST data was provided.

1. ELA has seen some growth over the three-year span.
2. History Social Science has seen a significant decrease in test scores since 2011, including a 17% drop in proficiency in US History and a 12% decrease in World History.
3. Although math has seen some fluctuating growth, the percent proficient in math continues to be lower than the state average.

Table 6: SBAC Performance Data

Level Achieved	Student Scores on SBAC Assessment Percent Scoring at Each Performance Band											
	School wide				Hispanic				White			
	1	2	3	4	1	2	3	4	1	2	3	4
ELA	18	32	37	13	21	37	32	10	16	27	43	14
Math	55	31	10	3	60	32	6	2	48	32	14	6

Conclusions indicated by the data:

1. This is the first year SBAC Data has been released for schools, based on this data additional focus is needed in the area of instructional strategies to further support student achievement of Common Core Standards in both Math and English Language Arts

Appendix C: Demographic Data Summary

Grade	Students Continuously Enrolled Since Kindergarten or Grade one by Number (#) and Percent (%)													
	All Groups		White		Hispanic		English Learners (EL)		Redesignated - Fluent English Proficient		Socioeconomic Disadvantaged		Students w/Disabilities	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	517	26	127	6	299	15	49	3	100	5	293	15	56	3
10	510	26	135	7	279	14	49	3	88	4	268	14	71	4
11	469	24	126	6	251	13	34	2	87	3	220	11	51	2
12	459	23	130	6	244	12	29	1	89	4	208	10	53	2
12+	8	1	2	1	4	1	3	<1	0	0	1	<1	8	1
TOTAL	1963	100	520	26	1077	55	197	10	320	16	990	50	239	12

Conclusions indicated by the data:

1. The largest subgroup for LHS is our Hispanic population, followed by SED, White Students, SWD, and EL following.
2. Although EL, and SWD are smaller subgroups, these students require additional support services to be successful.

Title I Program Improvement SPSA SPECIFICS Reference Guide

Elements specified in the Elementary and Secondary Education Act (ESEA) of 1965 Title I, Part A, Section 1116 for Program Improvement (PI)

Specified PI Plan Elements	Page(s) Addressed in SPSA
<input type="checkbox"/> Scientifically-based Research—Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	1-10
<input type="checkbox"/> Successful Policies and Practices—Adoption of policies and practices concerning a school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	1-10
<input type="checkbox"/> Professional Development (PD)	1-13
<input type="checkbox"/> A minimum of 10 percent of Title I funds will be used for schools in PI years 1 and 2 for the purpose of providing high-quality professional development of teachers and administrators	1-13
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	1-13
<input type="checkbox"/> PD affords increased opportunity for participation	1-13
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	1-13
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	1-21
<input type="checkbox"/> Description of Specific Annual Measurable Objectives—Developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	1-13
<input type="checkbox"/> Parent Notification—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	11-13
<input type="checkbox"/> Shared Responsibility for Improvement—Specify the responsibilities of the school, the Local Educational Agency (LEA), the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	1-16
<input type="checkbox"/> Parent Involvement—Strategies to promote effective parental involvement	15-16
<input type="checkbox"/> Extended Learning—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	7
<input type="checkbox"/> Incorporation of a Teacher Mentoring Program—See ESEA Title IX, Part A, §9101(42) for definition of "Teacher Mentoring Program"	10

Elements specified in ESEA Title I, Part A, Section 1114 for Program Improvement
SPSA Title I Schoolwide Requirements

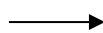
Specified Elements of the ESEA	Location (by Page) in SPSA
<input type="checkbox"/> Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	34-33
<input type="checkbox"/> Schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all students to meet the academic standards at the proficient and advanced levels <input type="checkbox"/> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: <ul style="list-style-type: none"> <input type="checkbox"/> Increase the amount and quality of learning time such as through an extended school year, before- and after-school and summer school programs, and help provide an enriched and accelerated curriculum <input type="checkbox"/> Include strategies for meeting the educational needs of historically underserved populations <input type="checkbox"/> Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at risk of not meeting the state content standards <input type="checkbox"/> Description of a process for evaluating whether the needs of students have been met <input type="checkbox"/> Are consistent with the LEA Plan 	1-13
<input type="checkbox"/> Instruction by highly-qualified teachers	1-13
<input type="checkbox"/> Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	1-13
<input type="checkbox"/> Strategies to attract high quality highly-qualified teachers to high-need schools	N/A
<input type="checkbox"/> Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	11-13
<input type="checkbox"/> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	N/A
<input type="checkbox"/> Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information and to improve student achievement and the overall instructional program	1-10
<input type="checkbox"/> Strategies for timely and effective assistance to students that need additional help	1-10
<input type="checkbox"/> Coordination and integration of federal, state, and local services and programs	1-13

BY – LAWS LEMOORE HIGH SCHOOL SITE COUNCIL

In order to afford all stakeholders with a forum for input and review of issues affecting the mission of the school, the **Lemoore High School Advisory Council** exists to

1. Review with administrators, teachers, other school personnel, parents and students implementation of the any school improvement activity or program
2. Assess periodically the effectiveness of a school Program, using Western Association of Schools and Colleges (WASC) criteria/State standards and special project expectations
3. Recommend modifications intended to improve the school environment or any school supported program
4. Review policy proposals being considered for presentation to the Board of Trustees; assess the degree of participation of appropriate stakeholders in the formulation of policy proposals, and to make recommendations regarding the merits of policy proposals
5. Review existing policies, and recommend revisions to the site administration for consideration
6. Verify that all policy proposals, from any source, have been given due consideration
7. Take other actions as required by the California Education Code for the approval of grant or special funding
8. Assist site administrators in increasing parent, student, and community involvement in the educational process at Lemoore Union High School.

Amended 1.17.07



ARTICLE I MEMBERSHIP

Section 1: Composition. *The Lemoore High School Site Council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by peers; parents of students attending the school selected and approved by TAPIT (Teachers, Administrators, and Parents In Touch); and students appointed and approved by the ASB governing council. The school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents, and students.*

Section 2: Selection

A. Parents

- a. *The Migrant representative shall be selected from and by the Migrant Advisory Committee*
- b. *Parents shall be elected at a regular meeting of the Teachers, Administrators, and Parents In Touch organization that has been advertised in the Tiger Talk, any phone tree system, and other means of communicating with parents.. The school shall advertise parent openings on the Council in the school newsletter (Tiger Talk), by any available phone-tree system, and at the Back to School Nite in the fall. Parents of students enrolled at Lemoore High School who are interested in being considered for any openings may sign up at the Back to School Night or by contacting the Secretary of the Site Council.*

- B. *School Staff*
 - a. *The Principal shall serve as an automatic member.*
 - b. *A special meeting of Certificated staff shall be called for the purpose of electing Certificated representative. The Lemoore AFT President will advertise any openings in the Council available to the staff, and will advertise the selection meeting.*
- C. *Student membership election shall be as follows:*
 - 1. *The Principal by written notice will announce the advisory council student representative vacancies through the school site bulletin and other means of publicity in the fall of each year.*
 - 2. *The Activities Director shall receive nominations for students to fill any council vacancies.*
 - 3. *The Associated Student Body (ASB) Legislative Council shall elect the advisory council representative(s) from among the nominations at a Legislative Council meeting of the school year.*
- D. *All members of the council, excluding the administrator, shall serve for a two-year term, beginning with the first regular meeting following selections. The membership selection process for any vacancies shall occur each fall.*
- E. *There may be alternate voting members.*

End of amendment

Section 3: Duties of Council Members

- A. Council members shall attend all meetings.
- B. Council members shall carry out such duties as may be necessary for the functioning of the Council as provided for in Article II.

Section 4: Voting Rights

- A. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council.
- B. The elected representative may cast an absentee ballot by notifying the Council secretary, in writing, the question to be voted on and the absent member's vote on the question.

Section 5: Termination of Membership

- A. A member shall no longer hold membership should he or she cease to be a resident of the Lemoore Union High School District or should he or she no longer meet the membership requirements under which they were selected.
- B. Membership shall automatically terminate for any member who is absent from three regularly scheduled meetings.
- C. After a member misses two regularly scheduled meetings, he or she will be sent a written reminder of By Law 5B by the chairperson or coordinator.
- D. The council, by affirmative vote of two-thirds of all members may allow an elected representative who has been automatically terminated (i.e., 5B) to be reinstated, provided that a replacement has not already been selected.
- E. Votes under 5D will be conducted by secret ballot.

Section 6: Transfer of Membership

- A. Membership in the Council is not transferable.
- B. Membership in the Council, other than the Administrative representative, is not assignable.

Section 7: Resignation

Any member of the Council may resign by filing a written resignation with the Council chairperson.

Section 8: Mid-Term Vacancy

Any mid-term vacancy on the council shall be filled for the remainder of the term via appointment of the Council. Appointed members must meet the qualifications provided for in these By-Laws.

ARTICLE II OFFICERS

Section 1: Officers

The officers of the Council shall be a chairperson, vice-chairperson and secretary or coordinator. Officers must be elected members.

Section 2: Election and Term of Office

- A. The officers of the Council shall be elected annually.
- B. The principal shall conduct the nomination and election process for officers.
- C. Upon the request of any member, the elections shall be by secret ballot.
- D. Each officer must be elected by a simple majority; in the event a tie between two nominees cannot be broken by ballot, the office shall be filled by lot.
- E. The officers shall serve for one year or until each successor has been elected.

Section 3: Removal

Any officer may be removed by a two-thirds vote of all members of the Council.

Section 4: Vacancy

A vacancy in any office because of resignation, removal, disqualification or otherwise shall, by special election, be filled by the Council for the unexpired portion of that term.

Section 5: Chairperson

- A. The chairperson shall preside at all meetings of the Council.
- B. The chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the Council from time to time.

Section 6: Vice-Chairperson

- A. The vice-chairperson shall represent the chairperson in assigned duties and shall substitute for the chairperson during his or her absence.
- B. The vice-chairperson shall perform such other duties as, from time to time, may be assigned by the chairperson or by the school advisory council.

Section 7: Secretary

- A. The secretary shall keep the minutes of the meetings, both regular and special, of the Council.
- B. The secretary shall promptly transmit to each of the members, copies of the minutes of such meetings, and provide copies of minutes to anyone upon request.
- C. The secretary shall see that all notices are duly given in accordance with the provisions of these bylaws.

- D. The secretary shall keep a register of the address and telephone number of each member of the Council which shall be furnished to the secretary or coordinator by such member.
- E. The secretary shall perform all duties incident to the office of the secretary and such other duties as, from time to time may be assigned to the office by the chairperson or by the Council.
- F. In the absence of both chairperson and vice-chairperson, the secretary shall preside over the selection of an acting chairperson.
- G. In the absence of the secretary, the chair shall appoint an acting secretary.

ARTICLE III COMMITTEES

Section 1: Standing and Special Committees

- A. The Council may from time to time establish and abolish such standing or special committees as it may desire. Each committee purpose, membership, size, and term shall be defined by the council.
- B. The Council may choose to select non-members to participate in any standing or special committees.

Section 2: Membership

The chairperson of the Council shall appoint members of the various committees with the consent of the Council.

Section 3: Rules

Each committee may adopt rules for its own government consistent with these bylaws; or with rules adopted by the Council; or with policies of the Board of Trustees.

Section 4: Quorum

- A. Unless otherwise provided in the decision of the Council designating a committee, a majority of the committee shall constitute a quorum.
- B. All decisions of the committee must have a majority vote of a quorum.

Section 5: Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in Section 2.

ARTICLE IV MEETING OF THE SCHOOL ADVISORY COUNCIL

Section 1: Regular Meetings

The Council shall meet regularly at least twice per semester.

Section 2: Special Meetings

Special meetings may be called by the chairperson or by majority vote of the Council.

Section 3: Place of Meetings

The Council shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4: Notice of Meetings

- A. Public notice shall be given of regular meetings at least 48 hours in advance of the meeting.
- B. Any change in the established date, time or location must be given special notice.
- C. All special meetings shall be publicized.
- D. Any required notice shall be in writing and shall state the day, hour and location of the meeting.
- E. Notice shall be delivered either personally or by mail to each member not less than 48 hours or more than two weeks prior to the date of such meeting.

Section 5: Quorum and Decisions of the School Advisory Council

- A. All decisions of the Council shall be made only after an affirmative vote of a majority of its members in attendance.
- B. No act or decision of the Council shall usurp the authority of the Board of Trustees.

Section 6: Conduct of Meetings

All regular and special meetings of the Council shall be conducted in accordance with a parliamentary procedure, such as Robert’s Rules of Order, as adopted, and modified as necessary, by the Council.

Section 7: Meetings Open to the Public

All regular and special meetings of the Council and of its standing or special committees shall be open at all times to the public.

Section 8: Minutes and Agenda

- A. The minutes of the Council are not official until adopted by the Council.
- B. The adopted minutes shall be maintained by the secretary, who shall make copies available upon request to anyone.
- C. Council agenda shall be prepared by the chair, forwarded to members prior to the meeting, and shall be included in any and all public notices of pending meetings.
- D. The Council may amend the agenda.
- E. Unless otherwise modified by the Council, the agenda sequence shall be:
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Roll Call and determination of Quorum
 - d. Reading and Adoption of the Minutes of the previous meeting
 - e. Adoption, including amendments, of the remaining agenda
 - f. Reports
 - g. Old Business
 - h. New Business
 - i. Announcements
 - j. Adjournment

ARTICLE V AMENDMENT

These By-Laws may be amended at any regular meeting by a two-thirds vote of the Council, and the consent of the Board of Trustees.