

The Single Plan for Student Achievement

School: Pershing Continuation High
CDS Code: 10-73965-1035112
District: Central Unified School District
Principal: Nick Hustedde
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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.

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

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School Vision and Mission

Pershing Continuation High's Vision and Mission Statements

Mission Statement

The mission of Pershing Continuation High School is to prepare students for success in post secondary education, their choice of career, and in the community at large. Pershing acts as a support to struggling students to stay in school until graduation.

School Vision

Pershing Continuation High School is a positive, structured environment focused on continuous improvement, academic excellence, character and caring. The school is a community for learning; and provides a solid foundation for students in 21st century skills which prepare them for success in college, career and the workplace.

School Profile

Pershing Continuation High School is one of the twenty one schools located in the Central Unified School District. It houses the District's only continuation and opportunity high school programs. Presently, there are 110 students enrolled at Pershing. Pershing's campus is located at 855 West Nielsen Avenue, Fresno, California.

Because of the nature of Pershing's students, many are in a constant state of transition. This is a common scene throughout continuation high schools. Students can graduate with a diploma from Pershing, transfer back to Central High School, transfer to independent studies, or may transfer out of the district. Thus, transition is a key focus for Pershing staff, and Pershing maintains a strong relationship with Fresno City College. Pershing's facilities include eight full size classrooms and two smaller classrooms. Seven high school continuation classes and one opportunity high school class are run on the Pershing campus. There is a six period rotating schedule. Students have a 20 minute breakfast and a 29 minute lunch break. Each day, teachers use the direct instructional model and a variety of strategies in their classes. Several extra-curricular activities and organizations are available to students: Future Farmers of America/Ornamental Horticulture, Senate/Student Body Government, and a year long sports program. Additionally, a full-time Specialized Academic Instructor (SAI) serves the needs of Pershing's special education students. Other programs and services that are offered to students include: Agriculture Incentive Grant, EL program, a library, a Safe School Plan and the District's Technology Plan. Counseling is available to students through district staff including a full-time At-Risk counselor. To serve the educational needs of the students, a principal, a guidance instructional advisor, an RSP teacher, and seven regular classroom teachers are employed on a full-time basis. This year Pershing has added an additional classroom and teacher devoted to High School Opportunity students, providing academic and behavioral support. A school psychologist is employed part-time. All of Pershing's certificated staff are NCLB compliant.

Pershing is a W.A.S.C. accredited school; the school's curriculum is driven by the Common Core Standards and our District's Guiding Principles. All course outlines and units of study are aligned to those standards. The staff strives to maintain a learning environment that meets the varied learning styles and specialized needs of our students.

School-wide Learning Objectives (SLOs)

School-wide Learner Outcomes

Pershing High School diligently strives to mold students who are:

1. Collaborative Workers who:

- Develop respect for themselves, property and the rights of others.
- Work well with others; understand and fulfill various roles.
- Manage interpersonal relationships within culturally diverse settings.
- Exhibit positive attitudes.

2 Effective Communicators who:

- Are able to read, write, understand instructions and follow directions.
- Articulate ideas and opinions, and become active listeners.
- Communicate effectively and safely as an online citizen

3. Self-Directed Learners who:

- Acquire a high school diploma.
- Develop into productive persons through academic and vocational instruction.
- Consistently attend class.
- Are prepared to continue their education.
- Are lifelong learners.
- Set realistic academic and vocational goals.

4. Healthy Individuals who:

- Develop and maintain a feeling of self-worth, self-confidence, and personal satisfaction.
- Prioritize and use time effectively.
- Demonstrate skills in resolving conflicts through positive, non-violent means.
- Set achievable goals for healthy minds and bodies.

5. Critical Thinkers who:

- Make informed and safe choices.
- Identify, assess, analyze, validate, integrate and use available resources and information.
- Are successful in Common Core standards based curriculum.

6. Effective Citizens who:

- Are actively involved in the community.
- Demonstrate a sense of personal, civic and social responsibility.
- Acknowledge diverse cultures and respect individual differences

9. Technologically Skilled Workers who:

- Develop and utilize a variety of technological skills.
- Research and complete projects using a variety of resources.
- Demonstrate understanding of the importance of technological preparation for vocational, college and career placement.

Pershing Continuation High School also provides students with opportunities to excel in areas of special interest. In addition to course offerings that meet California State and Central Unified graduation requirements, the school offers specialized courses. Examples include the Agriculture/FFA program, the Senate (student government), and Support classes in English and Mathematics. Technology is utilized across the curriculum.

The school emphasizes the importance of good student attendance. Teachers are proactive in monitoring attendance. Teachers notify administration when a student is habitually absent and a six hour daily attendance clerk notifies parents when students are absent and works with the Pershing SARB to reduce truancy.

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).

According to the Pershing parent surveys , 100% of parents agree the reception staff is friendly and helpful and that they feel welcome at school. Additional findings of the most recent survey shows 64% would like to have direct contact from teachers and

most prefer a phone call. The Pershing staff is committed to maintaining a positive relationship with its stakeholders and will push to maintain 100% satisfaction from students and parents.

Classroom Observations

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

Administrators perform formal and informal classroom observations. The informal classroom observations (drop-ins) are conducted weekly by the Principal and Guidance Instructional Advisor. The observations are a "snapshot" and last 3-20 minutes per classroom and focus on aspects including Best Teaching Practices, Academic Vocabulary, The Direct Instruction Model and on CSTP standards selected by teachers.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The results of the state and local assessments have guided the shift to Common Core instruction for students. As new assessments are developed, teachers will focus on those areas where students show poor results. The Common Core standards are used by core classes to guide instruction. Curriculum mapping guides and pacing guides are used by teachers in English, mathematics, social studies and science to guide their daily instruction. District created benchmark assessments are in development and will be incorporated with SBAC results to help guide student achievement.

The academic priorities of Pershing Continuation High School require that:

Pershing Continuation High School requires its students to participate in all test administrations

- All students will participate in the annual state testing
- All English Language Learners participate in the California English Language Development Test (CELDT)
- All English, Math, Biology and US History classes use the district's pacing guides and participate in the benchmark assessments, as well as SBAC.

The Content Standards are the foundation for all courses.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (including formative and summative assessments and CELDT) are used to inform teachers and principal on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and the central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement. Pershing staff administer schoolwide writing prompts every month to students in order to assess and improve student writing. Pershing is working with the district to develop benchmarks to track progress in math as well.

Staffing and Professional Development

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

Every Wednesday staff either meets in their Professional Learning Communities or an all staff training regarding various best practice teaching strategies or common core state standards.

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

With the exception of the Ag Class, all classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. Pershing has received a wavier from the Department of Education to allow the Agriculture Teacher to teach while completing requirements to become Highly Qualified.

The district provides new teachers with instructional materials, professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

The school's site and District sponsored staff development address current needs. The District's Instructional Action Plan and Centralized Services assists in guiding and providing Pershing's administration with direction and pertinent feedback regarding best teaching practices and strategies, as well as how to align curriculum to standards. Pershing Continuation High School's staff regularly attends the California Continuation Education Association (CCEA) State conference which provides relevant educational workshops and sessions regarding effective best teaching practices, literacy training, aligning curriculum to Common Core standards, student assessment, credit recovery, student drop-out prevention, effective intervention and remediation best practices. Staff will also attend other trainings throughout the year. Pershing teachers participate in Professional Learning Vertical Data Teams which analyze the most current relevant classroom data to help guide increased student learning.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

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

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

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

All course outlines and materials are aligned to the California State Content and Performance Standards, along with California Common Core State Standards. Courses and course outlines are reviewed annually to determine that alignment is current and meet all guidelines. Appropriate revisions are made to address current standards and to meet each individual student's specific needs. Additionally, the Schoolwide Action Plan developed during the 2015-16 WASC self study revolves around a clear and focused instructional vision that is both aligned to performance standards and reflects district goals of students prepared for college, career and community.

The Common Core Standards are used daily in core classes.

Textbooks used for core classes are:

English-Language Arts 10th grade- Literature, McDougal Littell
English-Language Arts 10th grade- Interactive Readers
English-Language Arts 11th grade- Literature, McDougal Littell
English-Language Arts 11th grade- Interactive Readers
Language for EL, Sopris West
English-Language Arts-Grammar Workbooks
Course 3 - Writing Conventions - Holt Handbook

World Geography - World Geography, McDougal Littell
Modern World History - Patterns of Interaction - McDougal Littell
US History - American Anthem (Modern American History, Hold, Rinehart, Winston
US Government - Democracy in Action - Glencoe

Earth Science - Glencoe
Biology- Biology, McDougal Littell

Carnegie Learning Math, including online component
Math Matters I - Glencoe
Algebra I - Algebra I, McDougal Littell
Foundations of Algebra/Geometry - McDougal Littell

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

The school's master schedule and English/reading/language arts and mathematics course pacing schedules reflect effective use of instructional time and provide students access to English/reading/language arts, reading interventions, mathematics, and instruction needed for graduation requirements. The schedule is continuously analyzed to assure maximum efficiency in matching class offerings to student needs.

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

Pershing's small class sizes allow for more individualized support for students requiring intensive intervention in English/reading/language arts and Mathematics. The credit recovery curriculum and afterschool classes in e2020 and Math provide students additional opportunities for intensive support in math and English.

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

All core classes fully use SBE adopted textbooks. All district adopted textbooks and ancillary materials are standards aligned and meet our students educational needs. The materials are selected by the district's textbook adoption committees for their alignment to the rigorous standards set forth by the state and the educational needs of students. The traditional high school and Pershing Continuation High School students use the same textbooks to assure continuity.

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners, standards-aligned (1997-adopted content standards or CCSS) textbooks and instructional materials, including ancillary materials for universal access for all ninth and tenth grade ELA courses as well as intensive reading intervention courses for identified students; and for mathematics, standards-aligned (1997-adopted standards or CCSS) mathematics textbooks and instructional materials for all students enrolled in Algebra I in a traditional sequence or Mathematics I in an integrated sequence. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

Pershing Continuation High School provides additional learning opportunities for under-performing students. The Direct Instructional Model is implemented in classes and intervention and remediation opportunities are available to students both in all courses and during the last period of the day. The small class sizes allow teachers opportunities to work in small groups with students. The E2020 program is used by students for credit retrieval. The program is used during the school day and can also be used by students that have access to the internet at home. After school tutorial each Thursday is another opportunity available for students to retrieve credits in core subjects and to receive individualized support.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified regularly based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

At least once a semester, all students meet with the Guidance Instructional Advisor or Principal to review and discuss their current graduate standings, discipline records and to review personal goals. Students are also placed with advisor teachers at the beginning of the day to help mentor students. Students are placed in appropriate academic courses according to their graduation requirement needs. This year Pershing sponsored the Parent Project, a ten week class lead by the Principal, which provided parents with information on parenting, and other topics that are beneficial to the family and their child's success. According to the most recent Pershing parent survey 75% of parents agree/strongly agree they receive communication on a timely basis from the school and that staff returns their phone calls within 24 hours.

A part-time at-risk counselor serves the students of Pershing Continuation High School. Academic, personal and social counseling is made available for all students at Pershing Continuation High School. Administration contacts local community colleges, technical schools, as well as the armed forces to speak to students regarding opportunities within their respective fields. Every year, Pershing sponsors buses to take students on tours to CSU Fresno and Fresno City College.

The District's Centralized Services facilitates vertical team and articulation meetings with the high school staff. These efforts aid in a seamless transition for students in regards to curriculum and services available to students.

The E2020 online program provides our students with extended learning opportunities.

Pershing Continuation High School seeks to keep students engaged with innovative activities including service learning, and sponsors buses to transport students to evening community events such as "College Night" and "Career Tech Night".

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents of Pershing students are encouraged to take an active role and visit classrooms. Staff contacts parents daily through meetings at school and phone calls and meets with parents daily, based on need.

Funding

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

The school's LCFF and Title I funds will be used to provide our students and staff with the appropriate resources to improve student learning, attendance, and remediation. These funds will be used to replace outdated library books with more contemporary and high-student interest ones. Funds will be budgeted for staff to attend conferences and staff development training, supplemental instructional supplies, educational software and hardware as needed, as well as ancillary educational materials. Staff members can attend EL related conferences and EL students can attend curriculum related academic field trips if available. Teachers of English Learners may also attend curriculum related inservices and training opportunities. Staff members are encouraged to attend related conferences related to the needs of at-risk youth. Outside vendors may be employed to teach or train staff members on using strategies appropriate for English Learners and "At-Risk" students. Implementation of the E2020 program (online courses) is designed to increase opportunities for student to earn credits. Funds will also be used to start innovative programs that engage students in Science, Math, Technology, and agricultural related pursuits.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan and LCAP.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

The Central Unified School District continues to grow. This growth has proven to be an ongoing challenge to most effectively allocate resources. The effects of the district's growth are carefully monitored for present and future trends.

Many of the students that come to Pershing face extreme life challenges. A significant amount of time and effort is devoted to dealing with issues far beyond educational matters.

The lack of strong parent involvement is the greatest barrier to student achievement. Many of Pershing students come from single family homes, group homes and foster homes. Other parents have to work long hours, leaving them little time to visit classrooms or support their child during the school day. Pershing Continuation High School makes every effort to contact parents through phone calls, email and letters, Connect ED messages, the school's website, and the school newspaper in order to keep them informed of their students' progress and the school's activities and events.

Although, many efforts are made to aid under-performing students, not all needs are being met. The teaching staff is small, thus limiting the number of course offerings the school is able to provide to students. The Guidance Instructional Advisor places all students in an at least one English Language Arts and Mathematics class each semester. Another challenge faced is students who are academically far behind and/or have low motivation. Many have failed classes in the past, causing them to get "off track for graduation," while others are simply functioning far below their grade level. The wide range of abilities in classrooms presents an ongoing challenge for both administration and instructors. Lack of available classroom and space is also a challenge for Pershing Continuation High School.

Pershing Continuation High School's main goal is to reduce the dropout rate to zero.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	52	57	43	49	43	49	82.7	86
All Grades	52	57	43	49	43	49	82.7	86

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2438.5	2411.3	0	0	2	2	21	6	77	92
All Grades	N/A	N/A	0	0	2	2	21	6	77	92

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	2	37	27	60	71
All Grades	2	2	37	27	60	71

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	2	21	6	79	92
All Grades	0	2	21	6	79	92

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	0	37	22	60	78
All Grades	2	0	37	22	60	78

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	35	29	65	71
All Grades	0	0	35	29	65	71

Conclusions based on this data:

1. The vast majority of students are below standard in reading and writing and would benefit with a focus on reading and writing practice and strategies.
2. The vast majority of students are below standard in listening and demonstrating effective communication skills and would benefit with a focus on auditory practice and comprehension strategies.
3. The vast majority of students are below standard in research and presentation skills and would benefit with instruction on informational literacy.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	52	55	44	47	44	47	84.6	85.5
All Grades	52	55	44	47	44	47	84.6	85.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2426.9	2388.0	0	0	0	0	9	4	91	96
All Grades	N/A	N/A	0	0	0	0	9	4	91	96

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	0	0	5	2	95	98	
All Grades	0	0	5	2	95	98	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	16	17	84	83
All Grades	0	0	16	17	84	83

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	0	36	40	61	60
All Grades	2	0	36	40	61	60

Conclusions based on this data:

1. The vast majority of students are below standard in mathematical concepts and procedures and would benefit from instruction targeting this area.
2. The vast majority of students are below standard in problem solving and modeling/data analysis and would benefit from instruction targeting this area.

3. The vast majority of students are below standard in communicating reasoning and would benefit from instruction targeting this area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
10				***											
11					***			***	***						
12				***	***	***	***		***			***			
Total				75	75	25	25	25	50			25			

Conclusions based on this data:

1. Students would benefit from SDAIE strategies including a focus on writing and vocabulary.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9				***											
10				***											
11					***			***							
12	25			50	***		25								
Total	17			67	75		17	25							

Conclusions based on this data:

1. Students would benefit from SDAIE strategies including a focus on writing and vocabulary.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	4	4	4
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	4	4	4
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	4	0	4	1	4
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. The numbers of students tested were too low to reach meaningful conclusions.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2016-17 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, Students taking Pershing benchmark essays will increase score an average of 25%
Data Used to Form this Goal:
District Benchmarks, CELDT scores
Findings from the Analysis of this Data:
Pershing students are in need of strategies to broaden their academic vocabulary and writing abilities.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL Bimonthly schoolwide writing prompts. Administrative classroom drop-ins. Pacing guides being used in ELA, Mathematics, Biology and U.S. History classes. Teachers meet in PLCs to identify student needs, target effective instruction strategies and methods of high student engagement, and identify motivational tools that will lead to student success. Teachers and administrators use Illuminate to analyze and evaluate school and individual student data to improve learning. GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Achievement Data needed to monitor performance gains are Local Benchmark testing results. PLC Data Team data SBAC

Writing Prompt results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Portfolios standards will be developed, requiring students to document evidence of learning for each Schoolwide Learner Objective (SLO), increasing opportunities for authentic, engaged writing.	10/01/16-5/20/17	Nick Hustedde, Jill Young, John Barber, Amy Hall, Michael Kurnosoff, Shannon Ables-Flack, Trini Fuentes, Mark Brown, Joe Flores, Sean Soares, Tara Mauldin				
Library resources will be enhanced to promote literacy and students need to be prepared to write research papers.	10/01/16-5/20/17	Nick Hustedde, Jill Young, John Barber, Amy Hall, and Tara Mauldin	Purchase additional reference materials for the library to enhance student knowledge of writings and research.	4000-4999: Books And Supplies	LCFF-SLIP	719.42
Daily silent reading	10/01/16-5/20/17	Teachers	Purchase new library books with a wider range of grade levels. Replace/repair lost or damaged library books	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF LCFF-SLIP	
Afterschool Tutoring class for Targeted Assistance students	10/01/16-5/20/17	Nick Hustedde, Jill Young, John Barber	Funds for buses Afterschool Salaries for afterschool teachers licenses for tutoring program and live tutor services Salaries for afterschool teachers Incentives for students attending afterschool tutoring	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF LCFF SES-Tutoring SES-Tutoring LCFF	3000.32 2100.00 100.00 3660.00 400

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Schoolwide writing prompts will administered every 2 weeks, with results analyzed in the Schoolwide PLC. English teachers will use the results to modify the instruction. All teachers will create opportunities for students to further develop writing skills for Targeted Assistance students	10/01/16-5/20/17	Nick Hustedde, Jill Young, John Barber, Amy Hall, Michael Kurnosoff, Shannon Ables-Flack, Trini Fuentes, Mark Brown, Joe Flores, Sean Soares, Tara Mauldin	Subs for teachers to collaborate and meet for specialized coaching for at-risk students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	300.00
Subscribe to a wide variety of magazines that would be interesting to students as well as programs (i.e. Newsela) to provide access for all students to articles.	10/01/16-5/20/17	Nick Hustedde, Jill Young, Imelda Medina	Magazine Subscriptions	4000-4999: Books And Supplies	LCFF	500
Conferences and trainings for teachers in various subjects.	10/01/16-5/20/17	Nick Hustedde, Jill Young, John Barber, Amy Hall, Michael Kurnosoff, Shannon Ables-Flack, Trini Fuentes, Mark Brown, Joe Flores, Sean Soares, Tara Mauldin	Conferences and professional development trainings for teachers of Targeted Assistance students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1500

Planned Improvements in Student Performance

Goal: Mathematics

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
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017 All students will reach high standards, at a minimum, attaining proficiency or better in mathematics as measured by passing semester grade in Math 1, Math 2 or Senior Math.
Data Used to Form this Goal:
Central Unified District Benchmarks, SBAC
Findings from the Analysis of this Data:
Pershing students are in need of strategies to improve their abilities in Mathematics.
Means of evaluating progress & group data needed to measure gains:
Administrative class room drop-ins. Pershing will continue PLC Data Teams composed of all teachers who will review relevant data on a consistent basis to improve student learning. Teachers will meet in PLCs to identify student needs, target effective instruction strategies and methods of high student engagement, and identify motivational tools that will lead to student success. All teachers annually review standardized test data. Math Teacher will participate in district trainings throughout the year Teachers review the District's Benchmark testing data to target areas of weaknesses and need. Teachers and administrators will use Illuminate to analyze and evaluate school and individual student data to improve learning.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Portfolios standards will be developed, requiring students to	10/01/16-5/20/17	Nick Hustedde, Jill Young,				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
document evidence of learning for each Schoolwide Learning Objective (SLO), increasing opportunities to demonstrate proficiency in applied mathematics.						
Instructional Coach for Math to consult with Math Teacher	10/01/16-5/20/17	Nick Hustedde, Jill Young, Sunny Dhillon				
Afterschool Tutoring Class for Targeted Assistance students	10/01/16-5/20/17	Nick Hustedde, Jill Young, John Barber, Michael Kurnosoff	Tutoring in Math and related courses using online and other curriculum licenses for tutoring program and live tutor services Khan Academy Tutorials for math	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF SES-Tutoring	55.00
Curriculum embedded pre/post assessments and performance tasks will be used from Carnegie Math, along with input from Math Coach to measure student performance in math.	10/01/16-5/20/17	Nick Hustedde, Jill Young, Michael Kurnosoff, Sunny Dhillon	Equipment will be purchased to allow students to use educational software for the Math class			
Projects promoting special interests in math.	10/01/16-5/20/17	Nick Hustedde, Jill Young, Michael Kurnosoff	Purchase Robotics materials Fund trips to compete in Robotics events	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF LCFF	1500 1000

Planned Improvements in Student Performance

Goal: English Language Development

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: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
All students will progress one proficiency level or performance band on their annual CELDT test, and Central Unified District EL benchmarks and will demonstrate growth in writing as measured by schoolwide writing prompts.
Data Used to Form this Goal:
CELDT, SBAC and ELD benchmarks
Findings from the Analysis of this Data:
Pershing students are in need of additional help in writing and English Language development
Means of evaluating progress & group data needed to measure gains:
Staff will review individual data on EL students on a regular basis in their PLC and staff meetings.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Meet with Supervisor of EL/Migrant programs to coordinate ELD instruction in ELA Classes	10/1/16-5/30/17	Nick Hustedde, Jill Young,				
Schoolwide writing prompts will administered every 2 weeks, with results analyzed in the Schoolwide PLC. English teachers will use the results to modify the instruction. All teachers will create opportunities for	10/1/16-5/30/17	Nick Hustedde, Jill Young, Amy Hall				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
students to further develop writing skills						
Portfolios standards will be developed, requiring students to document evidence of learning for each Schoolwide Learning Objective (SLO), increasing opportunities to demonstrate proficiency in English Language Development	10/1/16-5/30/17	Nick Hustedde, Jill Young, All Teachers				
Tutoring services will be provided to support English Language Development for Targeted Assistance students	10/1/16-5/30/17	Nick Hustedde, Jill Young, All Teachers	Tutoring services will be provided to support English Language Development for Targeted Assistance students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	110.00

Planned Improvements in Student Performance

Goal: School Culture

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: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
100% of Pershing students will graduate from Pershing, successfully transfer to another school or program, or maintain satisfactory progress
Data Used to Form this Goal:
student transcripts, Graduation rates of students from 2013-2014, 2014-2015 and 2015-16, Pershing 2016 WASC report, and review of each students transcripts upon entry.
Findings from the Analysis of this Data:
Pershing had 39 students graduate in the 2012 2013 school year, 27 graduate in the 2013-2014 school year and 39 graduate in the 2014-2015 school year. The WASC report recommended Pershing create more opportunities for credit retrieval for students. The review of each students transcripts revealed that Pershing students on a whole were at least one academic semester behind on credits and needed additional opportunities to retrieve these credits.
Means of evaluating progress & group data needed to measure gains:
In PLCs, teachers will regularly report on students with failing grades, with special attention given to those students in 6th period. Regular recognition of student success (students with GPA over 90%, Students who have completed 70, 80, & 90% of their credits required) Teachers will use Parent Portal to allow Parents access to student grades Counselors will solicit input from students School Psychologist will solicit input from students Review of student(s) transcripts on a continuing basis Percentage of students graduating or transitioning back to comprehensive schools.

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Pershing staff will continue training on PBIS and will fully implement the practices in all programs. Teachers and Admin will use the zero period to teach PBIS Behavior lessons, foster thoughtful interaction with students and focus on the students in that period to make positive phone calls home, enhancing parent connection.	9/1/16-5/30/17	Nick Hustedde, Tara Mauldin, Jill Young, PBIS Team	Incentives for students	4000-4999: Books And Supplies	LCFF	2000
			Activities including field trips to enhance student bonding, respect for each other and empathy	5000-5999: Services And Other Operating Expenditures	LCFF	1480
The student intake process will be continually examined to improve assessment of student needs for success, and allow parents more input into assessing student needs.	9/1/16-5/30/17	Nick Hustedde, Jill Young, Art Williams,				
PBIS/Behavioral Strategies will be taught to help shape positive student behaviors	9/1/16-5/30/17	Nick Hustedde, Jill Young, All Teachers, PBIS Team				
Special Activities will be conducted throughout the year to keep Targeted Assistance students engaged with school and give parents a reason to visit the school throughout the year.	9/1/16-5/30/17	Nick Hustedde, Jill Young, Shannon Ables-Flack, Sean Soares, Diane Criado	Buses to transport at-risk students to special activities after school hours	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	390
Pershing will use Service Learning Opportunities for Targeted Assistance students to promote responsibility, service to the community, and soft skills needed for future success	9/1/16-5/30/17	Nick Hustedde, Jill Young,, Shannon Ables-Flack	Transportation to various locations in the community for service learning, field trips, etc.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500

Planned Improvements in Student Performance

Goal: Parent Engagement

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: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
To increase parent participation in overall school activities, awareness of student performance and preparation for post high school education and to increase staff capacity on direct instruction, common core state standards and discipline alternatives for at risk students.
Data Used to Form this Goal:
Suspension and expulsion rates for the school, the Pershing WASC Self Study 2016. Attendance, suspension rates, and SWIS data on discipline referrals.
Findings from the Analysis of this Data:
Teachers and staff feel the need for more training on meeting the needs of at-risk students, common core instruction and student engagement strategies
Means of evaluating progress & group data needed to measure gains:
Sign-in sheets from parent events, notes from teacher - parent contacts

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
The student intake process will be continually examined to improve assessment of student needs for success, and allow parents more input into assessing student needs.	9/1/16-5/30/17	Nick Hustedde, Jill Young, Art Williams,				
Parents will be consulted with regularly when considering moves between programs to help struggling students	9/1/16-5/30/17	Nick Hustedde, Jill Young, Art Williams,				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Administration and staff will attend conferences and presentations addressing at-risk students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.	9/1/16-5/30/17	Nick Hustedde, Jill Young, Art Williams, , Diane Criado, John Barber, Amy Hall, Michael Kurnosoff, Shannon Ables-Flack, Trini Fuentes, Mark Brown, Joe Flores, Sean Soares, Tara Mauldin	Conference and travel expenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5500.00
			Substitutes for teachers attending conferences	5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	696.00
			Conference and travel expenses	5000-5999: Services And Other Operating Expenditures	LCFF	2500.00
			Substitutes for teachers attending conferences	5700-5799: Transfers Of Direct Costs	LCFF	1000
Special Activities will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.	9/1/16-5/30/17	Nick Hustedde, Jill Young, Art Williams, , Diane Criado, John Barber, Amy Hall, Michael Kurnosoff, Shannon Ables-Flack,	Materials for parents at back to school night and parent events.	4000-4999: Books And Supplies	Title I Parent Involvement	311.00
Administration will lead staff through professional development focused on parent, student, and community needs	9/1/16-5/30/17	Nick Hustedde, Jill Young, Art Williams, , Sunny Dhillon, John Barber,	Materials for staff development	4000-4999: Books And Supplies	Title I Parent Involvement	100.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	15480.32	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	719.42	0.00
Title I Part A: Allocation	8996.00	0.00
Title I Parent Involvement	411.00	0.00
SES-Tutoring	3815.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	15,480.32
LCFF-SLIP	719.42
SES-Tutoring	3,815.00
Title I Part A: Allocation	8,996.00
Title I Parent Involvement	411.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,060.00
4000-4999: Books And Supplies	5,530.42
5000-5999: Services And Other Operating Expenditures	16,135.32
5700-5799: Transfers Of Direct Costs	1,696.00

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	LCFF	2,100.00
4000-4999: Books And Supplies	LCFF	4,400.00
5000-5999: Services And Other Operating	LCFF	7,980.32
5700-5799: Transfers Of Direct Costs	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF-SLIP	719.42
1000-1999: Certificated Personnel Salaries	SES-Tutoring	3,660.00
5000-5999: Services And Other Operating	SES-Tutoring	155.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	300.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	8,000.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	696.00
4000-4999: Books And Supplies	Title I Parent Involvement	411.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	12,279.74
Goal: Mathematics	2,555.00
Goal: English Language Development	110.00
Goal: School Culture	4,370.00
Goal: Parent Engagement	10,107.00

School Site Council Members

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
Nick Hustedde	X				
Henry Pauls				X	
Jeff Klein				X	
John Barber		X			
Michael Raymer					X
Jill Young			X		
Mark Brown		X			
Jennifer Klein			X		
Shannon Flack		X			
Damien Foster					X
Numbers of members of each category:	1	3	2	2	2

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

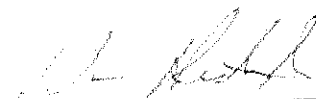
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/22/2016.

Attested:

Nick Hustedde

Typed Name of School Principal



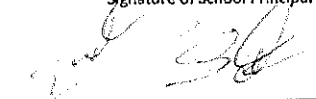
Signature of School Principal

9/22/16

Date

Damien Foster

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/22/16

Date

Budget By Expenditures

Pershing Continuation High School

Funding Source: LCFF

\$15,480.32 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Funds for buses Afterschool	5000-5999: Services And Other Operating Expenditures	\$3,000.32	English Language Arts	Afterschool Tutoring class for Targeted Assistance students
Salaries for afterschool teachers	1000-1999: Certificated Personnel Salaries	\$2,100.00	English Language Arts	Afterschool Tutoring class for Targeted Assistance students
Incentives for students attending afterschool tutoring	4000-4999: Books And Supplies	\$400.00	English Language Arts	Afterschool Tutoring class for Targeted Assistance students
Magazine Subscriptions	4000-4999: Books And Supplies	\$500.00	English Language Arts	Subscribe to a wide variety of magazines that would be interesting to students as well as programs (i.e. Newsela) to provide access for all students to articles.
Purchase Robotics materials	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Projects promoting special interests in math.
Fund trips to compete in Robotics events	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Mathematics	Projects promoting special interests in math.
Incentives for students	4000-4999: Books And Supplies	\$2,000.00	School Culture	Pershing staff will continue training on PBIS and will fully implement the practices in all programs. Teachers and Admin will use the zero period to teach PBIS Behavior lessons, foster thoughtful interaction with students and focus on the students in that period to make positive phone calls home, enhancing parent connection.
Activities including field trips to enhance student bonding, respect for each other and empathy	5000-5999: Services And Other Operating Expenditures	\$1,480.00	School Culture	Pershing staff will continue training on PBIS and will fully implement the practices in all programs. Teachers and Admin will use the zero period to teach PBIS Behavior lessons, foster thoughtful interaction with students and focus on the students in that period to make positive phone calls home, enhancing parent connection.
Conference and travel expenses	5000-5999: Services And Other Operating Expenditures	\$2,500.00		Administration and staff will attend conferences and presentations addressing at-risk students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.

Pershing Continuation High School

Substitutes for teachers attending conferences	5700-5799: Transfers Of Direct Costs	\$1,000.00		Administration and staff will attend conferences and presentations addressing at-risk students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.
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LCFF Total Expenditures: \$15,480.32

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$719.42 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase additional reference materials for the library to enhance student knowledge of writings and research.	4000-4999: Books And Supplies	\$719.42	English Language Arts	Library resources will be enhanced to promote literacy and students need to be prepared to write research papers.

LCFF-SLIP Total Expenditures: \$719.42

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$3,815.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
licenses for tutoring program and live tutor services	5000-5999: Services And Other Operating Expenditures	\$55.00	Mathematics	Afterschool Tutoring Class for Targeted Assistance students
licenses for tutoring program and live tutor services	5000-5999: Services And Other Operating Expenditures	\$100.00	English Language Arts	Afterschool Tutoring class for Targeted Assistance students
Salaries for afterschool teachers	1000-1999: Certificated Personnel Salaries	\$3,660.00	English Language Arts	Afterschool Tutoring class for Targeted Assistance students

Pershing Continuation High School

SES-Tutoring Total Expenditures: \$3,815.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation \$8,996.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Conferences and professional development trainings for teachers of Targeted Assistance students	5000-5999: Services And Other Operating Expenditures	\$1,500.00	English Language Arts	Conferences and trainings for teachers in various subjects.
Subs for teachers to collaborate and meet for specialized coaching for at-risk students	1000-1999: Certificated Personnel Salaries	\$300.00	English Language Arts	Schoolwide writing prompts will administered every 2 weeks, with results analyzed in the Schoolwide PLC. English teachers will use the results to modify the instruction. All teachers will create opportunities for students to further develop writing skills for Targeted Assistance students
Tutoring services will be provided to	5000-5999: Services And Other Operating Expenditures	\$110.00	English Language Development	Tutoring services will be provided to support English Language Development for Targeted Assistance students
Buses to transport at-risk students to special activities after school hours	5000-5999: Services And Other Operating Expenditures	\$390.00	School Culture	Special Activities will be conducted throughout the year to keep Targeted Assistance students engaged with school and give parents a reason to visit the school throughout the year.
Transportation to various locations in the community for service learning, field trips, etc.	5000-5999: Services And Other Operating Expenditures	\$500.00	School Culture	Pershing will use Service Learning Opportunities for Targeted Assistance students to promote responsibility, service to the community, and soft skills needed for future success
Conference and travel expenses	5000-5999: Services And Other Operating Expenditures	\$5,500.00		Administration and staff will attend conferences and presentations addressing at-risk students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.
Substitutes for teachers attending conferences	5700-5799: Transfers Of Direct Costs	\$696.00		Administration and staff will attend conferences and presentations addressing at-risk students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.

Title I Part A: Allocation Total Expenditures: \$8,996.00

Title I Part A: Allocation Allocation Balance: \$0.00

Pershing Continuation High School

Funding Source: Title I Parent Involvement

\$411.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for parents at back to school night and parent events.	4000-4999: Books And Supplies	\$311.00		Special Activities will be conducted throughout the year to keep
Materials for staff development	4000-4999: Books And Supplies	\$100.00		Administration will lead staff through professional development focused on parent, student, and community needs
Title I Parent Involvement Total Expenditures:		\$411.00		
Title I Parent Involvement Allocation Balance:		\$0.00		
Pershing Continuation High School Total Expenditures:		\$29,421.74		

**Pershing Continuation High School
School-Level Parental Involvement Policy
2016 - 2017**

Pershing Continuation High School has developed a written Parental Involvement Policy with input from Pershing parents. Parental input was solicited through our School Site Council meetings. We have distributed the policy to parents of Pershing students. The school's Parental Involvement Policy is distributed to all parents through our school's first day enrollment packet that is given to all parents during student orientations. Pershing Continuation High School's policy describes the means for carrying out the following Pershing Parental Involvement requirements. [Pershing Parental Involvement, 20 USC 6318(a)-(f)]

Involvement of Parents in the Pershing Program

Pershing Continuation High School conducts the following:

1. Convenes an annual meeting to inform parents of Pershing students of Pershing requirements and their rights to be involved in the Pershing program.
 - Each Fall, an Annual Parent Meeting is held during our Back to School Night.
 - Parents are recruited to participate in our School Site Council.
2. Offers a flexible number of meetings.
 - Meetings are held after school to meet the needs of parents and guardians that work, attend school or are home-makers. Days are chosen by both administration and SSC members that are most convenient to meet the busy schedules of the members.
3. Involves parents of Pershing students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Pershing programs and the Pershing Parental Involvement Policy.
 - Parents and guardians are encouraged to participate in our School's Site Council.
 - Flyers are sent home with students announcing our School's Site Council meetings.
4. Provides parents of Pershing students with timely information about Pershing programs.
 - Due to continuous enrollment throughout the year, a weekly orientation is held with new students and their parents where information about Pershing programs is shared.

- Administration provides parents and guardians with the opportunity to learn about the Pershing program during our Back to School Night.
- Connect Ed messages and flyers are sent home through-out the school year.
- Parents and guardians are encouraged to participate in our School's Site Council.

5. Provide parents of Pershing students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- Staff reviews their course outlines, classroom expectations and curriculum with parent and guardians during our Back to School Night.
- Administration meets with students and parents during student orientation to explain the importance and value of the CSTs, CAHSEE and local benchmarks.

5. Provide parents of Pershing students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Our staff encourages parents and guardians to participate in their student(s) education. Daily phone calls are made to parents and guardians regarding student absences and academic performance. Pershing staff regularly flex their calendars according to parent needs to encourage meetings at school
- For parents with transportation issues, Administration will do a home visit for parents needing a face to face meeting.

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Pershing children. [20 USC 6318(c) (3)]

School-Parent Compact

Pershing Continuation High School has jointly developed with and distributed to parents of Pershing students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Pershing students:

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1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

- Parents are provided with the opportunity to participate in School's Site Council to discuss issues that are important to their student's education.
- Parents complete a Student Home Compact during their student's orientation. The Student Home Compact is then reviewed with the student. A copy is provided to the parent/guardian.

Building Capacity for Involvement

Pershing Continuation High School engages Pershing parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Pershing parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Administration meets with parents during orientation to discuss curriculum, school-wide expectation and the important of assessments.
 - Upon request or need, administration meets with parents to discuss their student's academic status and goals.
 - Letters are mailed to inform parents/guardians on their child's individual student assessment results and the methods available for the monitoring of student progress.
 - Parent Portal is available to parents and students 24/7, allowing up-to-date information on student grades.
2. Provides materials and training to help Pershing parents work with their children to improve their children's achievement.
 1. Through phone calls and emails, staff provide parents/guardians with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home. Upon request or need, on-site training opportunities are also provided.
 2. Educates staff, with the assistance of Pershing parents, on the value of parent contributions and how to work with parents as equal partners.
 - Staff and parents are encouraged to participate in the School Site Council.
 - Meetings are held with administration, staff and parents to discuss strategies that will assist their students become more successful in school and to review the important roles that each play in our students' education.
3. Coordinates and integrates the Pershing Parental Involvement Program with other programs and conducts other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children.

- Administration and teachers encourage parents/guardians to serve as volunteers in the schools, attend student activities and school meetings, and participate in site councils, LCAP input meetings, advisory councils and other activities in which they may undertake advisory and advocacy roles.

5. Distributes to Pershing parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- Documentation is provided in both English and Spanish and other languages upon request.
- A bilingual secretary and administration are able to provide translation in Spanish.

6. Provides support for parental involvement activities requested by Pershing parents.

- Teacher meetings, administrative meetings and School Site Council meetings provide parents/guardians opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children.

Accessibility

Pershing Continuation High School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- Provide interpreters and translations, when necessary or upon request, in order to encourage the participation of parents/guardians with cultural, language, or other barriers which may inhibit such participation.
- Communication is sent home in English and Spanish.

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Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and

will be funded through 201 1. A list of workshop topics and a brochure in English and Spanish that describes services are available at <http://www.bilingualeducation.org/programs/parent.php>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 201 1.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>