

The Single Plan for Student Achievement

School: PRIDE High School
CDS Code: 39685770118307
District: Linden Unified
Principal: Gary L. Grace
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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.

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

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

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School Vision and Mission

PRIDE High School's Vision and Mission Statements

The vision or mission of alternative education is to prepare all students to be multi-skilled, respectful, responsible individuals who, by way of a unique learning environment, will become productive, positive contributors to our global community. The mission is to educate all students to achieve their maximum potential and to prepare them to be responsible citizens. The mission is shared district-wide. The vision was developed by reviewing our student/community profile and determining what we felt students should accomplish by the time they graduate. The statement was initiated by staff and refined with input from students and parents.

PRIDE High School Mission Statement

The mission of PRIDE High School is to ensure the educational success of all students in a safe learning environment through high expectations, individually designed education, and a commitment to excellence.

PRIDE High School Vision Statement

The vision of PRIDE High School is to empower students to reach their full potential as responsible, enlightened, college and career-ready citizens in a diverse and changing world.

PRIDE's motto

EFFORT=PROGRESS=SUCCESS

School Profile

PRIDE is a continuation high school serving the needs of up to 60 students that have become credit deficient. PRIDE offers a unique atmosphere that caters to the student's academic, social, and personal needs. We have created a culture of equality that students respect and value. We operate much like a large family in that we consider our students to be as our own children. We treat them with respect and dignity. For many of these students, this is the first time they have felt proud and responsible for their futures. We believe all students can learn in a caring, loving environment in which they feel safe enough to let down their walls and let us in. In many cases, our students feel that they have been kicked around by the system and their environment. At PRIDE, we do not kick, but we do believe that relentlessly pounding them with praise and encouragement has a lasting impression on their self-worth. It is our goal to instill dignity, respect, self-worth, and career readiness in every student that passes through PRIDE on their own personal journeys.

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).

PRIDE utilizes a Student/ Parent survey to determine areas of strength and areas of need based on Parent / student input. This information is gathered formally and informally via. paper, internet (Survey Planet), parent conversations and student conversations. In addition an exit survey has been added for students exiting the program to gather information on future goals. Surveys are available on our web site or in Individual Learning Plans.

Parent Survey Results Summary:

We have had very little parent input, but what little input we received leads us to believe that in general parents believe their children are safe, cared for, and learning here at PRIDE; BUT they lament the fact that there is such a disparity between PRIDE and LHS when it comes to Fine Arts and Physical Education/sports.

Student Survey Results Summary:

Except for three yes-no questions, ALL student results range from near 90 to 100% positive. Students believe that our campus is safe, and clean. They believe that our staff cares and skillfully address their educational needs. They believe that PRIDE is necessary and important. They feel connected to each other and to staff. They feel supported and equipped for success. The three questions with less favorable results are whether they feel the District Office is supportive (only 56.4% say yes), whether they are familiar with

SLOs (74.4% yes), if they understand the significance of standardized tests (76.9% yes). Written responses by students reveal that they desperately want grass and a basketball court.

Our Response:

Every year we ask for an additional staff member to address the deficits we have in Fine Arts Electives and Physical Education. Regarding SLOs, we have rewritten them using input from all stakeholders. Posters, direct connections to daily work and goals, and presentations/discussions will help us to significantly raise the percentage of students familiar with SLOs. Working closely with a new Superintendent and his staff, more campus visits by the aforementioned, visible results in grounds improvements will all work toward improving the favorability rating of the District Office. We will start preparations and justifications for standardized testing earlier this year and with more passion and commitment to raise student understanding of why we take these important tests. Installation of a sports field, a basketball court, and a Food Service Kiosk each directly address student requests and needs as revealed by the surveys.

Classroom Observations

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

Classroom observations are done on an informal basis several times a week. This helps determine areas needing further attention during the formal observations. Formal observations are done four times a year, in September, November, January and March, at which time teacher evaluations are finalized. These observations are used to determine if teachers are following recommendations that were made during the WASC accreditation visit and are in line with our SLO's and Mission statement. Findings from last year were that there was a need for improvement in the area of classroom management, specifically, on task behavior, bell to bell work, and teacher/student interaction. This year, so far, is looking much better as a result of changes that were implemented last year, i.e., implementation of Dailey Progress reports (DPRs), discussions of expectations regarding classroom management, and a general desire to do better.

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 analysis of state and local assessments to modify instruction and improve student achievement is an ongoing process at PRIDE. Key achievement goals for the site are linked directly to Linden Unified School District Strategic Plan which defines goals, objectives, evaluation criteria, and action plans for the entire district. As soon as data (test results) are available, staff analyze them at formal staff meetings as well as informally amongst themselves. From each analysis of student achievement data, areas in need of improvement are identified and focus areas of instruction are determined. This year we have introduced OARS student data management system. This program will allow us to track student progress and test and track local assessments. We will utilize this tracking data to refine our instruction to better equip students for the future. In addition one to one note books have been purchased, and Project Based Learning is in the works with full implementation expected by the beginning of the 17/18 school year. We feel this will better prepare students to meet the requirements of ESEA.

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

We use data to determine student learning. OARS will assist us in data collection and determining the level of curriculum effectiveness. Currently we are working with LHS to match curriculum with assessments so students at PRIDE will have the same level of proficiency as a student from LHS. Core teachers have developed tests in some core areas and are currently working on completing tests for OARS in all core subject areas. This is expected to be completed this year and be fully implemented at the beginning of the 17/18 school year in all subjects.

Staffing and Professional Development

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

Although all staff is highly qualified, staff continue to participate in staff development activities to become even more effective. Staff trainings have been scheduled on early release Wednesdays, the second Wednesday of every month beginning in October set to continue throughout the duration of the school year. These trainings are mandatory for all certificated staff. In addition, the remaining Wednesdays are dedicated to on site meetings to evaluate student progress among other things.

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

All certificated staff at PRIDE meet or exceed credentialing standards. In addition, instructional materials are updated as necessary and sufficient supply's are kept on hand to meet student needs.

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

All staff development is up to date and ongoing provided by the District Office. These trainings meet specific needs and assure ongoing student performance.. The staff individually and collectively review and analyze student academic performance, as well as evaluate the instructional content and essential pacing of instruction based on student performance and instructional needs along with benchmark assessment needs for program monitoring. Technology continues to be developed and used by teachers and administration. We expect to be fully one to one by mid year. We have received the computers and are currently in the process of setting the systems into motion. Once in full motion, we have enlisted the assistance of our COE to help us develop and implement Project Based Learning, (PBL). This will be a new learning experience and a complete change in direction at PRIDE. We expect this to enhance the learning experience for all students who attend PRIDE and better prepare them for career readiness post high school.

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

This is included with the district wide support plan. Specific to PRIDE, Sally Glusing the Interim Director of Regional System of District and School Support has been contacted to help us implement PBL. We begin that process in October of this year. Our goal is to partially implement this year and be ready to fully implement by the start of the 17/18 school year. We

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

Sites and grade levels collaborate every Wednesday. The district schedule was altered to ensure all certificated staff would be afforded the opportunity for collaboration. Teachers share student data, review and discuss curriculum content pacing needs, benchmark assessments, and instructional strategies. As mentioned previously, the second Wednesday of each month is dedicated to district wide trainings with content experts and instructional coaches.

Teaching and Learning

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

PRIDE has been working on curriculum alignment beginning in 2014 and will continue to do so as new standards become available. The district's curriculum and instruction goals, objectives, evaluation criteria, and action plans are to ensure that every student meet state and district standards and are identified in the district's Strategic Plan. All recent district adoptions are CCS standards-based. Adopted core program instructional materials, including textbooks, are available to all students based upon a district-established ratio of at least one textbook per student. As we implement PBL, we anticipate the need for new materials structured to meet the expectations of CA CCSS. This will be added to as the need arises and we become more familiar with the process.

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

Although we are not K-8, instructional minutes are figured into student course work and meet state guidelines for grades 9-12. PRIDE teachers make necessary adjustments based on the standards of focus and student performance and growth needs.

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

N/A

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

As a district, LUSD is dedicated to ensuring standards based instructional material across all strands of curriculum. We will continue to upgrade curriculum as it becomes available. In addition PRIDE has added Ca. CCSS posters throughout the campus to assist students in learning the why and how of standard based instruction. These visuals help staff make standard based connections to assist student understanding.

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)

Currently we follow CCSS selected by the SBE in ELA and Math. And will align all other courses as materials become available. PRIDE has added Ca. CCSS posters throughout the campus as instructional material.

Opportunity and Equal Educational Access

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

All students at PRIDE are here due to underperformance. As a result, all students are afforded one to one access to teachers in all subject areas. In addition, EL and Sp. Ed. services are offered through these specific departments, as necessary and as directed i.e. IEP. Services are available to the special needs population. English Learners receive appropriate ELD and SDAIE instruction from authorized teachers. Special education students receive the services for which they are eligible, including the Resource Specialist Program (RSP), and Speech and Language. Only students with minimal needs attend PRIDE as we do not have a full time Special Ed. Teacher. We have an RSP teacher come in twice a week to meet with IEP students, more if needed.

14. Research-based educational practices to raise student achievement

PRIDE administration and staff are working toward effective delivery of instruction based on the researched -based educational practices identified through literature and as adopted by the district. Staff are encouraged to seek certification in direct instructional strategies, focused on high levels of student engagement and teacher checking for student understanding. Although 'direct instruction' only takes place in very small groups or on a one on one basis. In addition PBL will be added as an instructional strategy to better prepare students post graduation.

Parental Involvement

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

Working closely with families, we help to address concerns in students' home environments which impact student performance in the school environment. These concerns may be related to basic needs and extend to needs for parent training and education. Each office maintains lists of resources from which families may seek assistance, directing families as needed. Parents are also offered a variety of learning opportunities based upon their needs and interests with the hope that as a result they will be better prepared to help their children in the home. LUSD also has a school psychologist to provide counseling services to students and parents.

LHS has a functioning School Site Council and English Learner Advisory Committee (ELAC), each fulfilling their respective responsibilities as to the planning, implementation, and evaluation of consolidated application programs. PRIDE utilizes these groups as necessary.

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)

Parents and community members are encouraged to participate in all PRIDE activities such as Back to School Night, Cultural celebrations, and Graduation. Parents and community members are invited to meetings with the principal, ELAC, and SSC meetings where the school's programs and student progress are shared and evaluated, seeking input from the various stakeholders. Teachers are provided collaborative time to evaluate and recommend changes or additions to the current programs. Parents are also contacted once every four weeks to discuss student progress, this helps ensure parent/teacher contact is maintained throughout the year. We have found this has greatly helped foster relationships and cut down on miscommunication issues.

Funding

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

N/A

18. Fiscal support (EPC)

The site funding is formula based, and contingent upon a school cap of 60 students. This formula is equitable, based on students with need and adequate funding to support the school's program and daily operation.

Description of Barriers and Related School Goals

PRIDE students need continued support in developing strong work habits and work completion outside of the classroom. PRIDE has an English Learner population, with most English Learners in their intermediate to advanced range for the 15/16 year, we do not have current figures available at this time. Additional barriers include the effectiveness of lesson design and delivery to support all students. Full use of the instructional norms are needed to ensure each student is engaged in learning and understands the learning.

Related goals to the barriers are to maintain a college readiness culture and promote high expectations for all students and college readiness in a positive and effective learning environment. In addition, school-wide routines and the classroom discipline plan with daily student progress reports will continue to be available to provide clear directions and feedback to students on behavior and work choices made.

In addition, maintaining a high level of interest in school is always a barrier. Parental involvement remains a key barrier as well. Finding parents that want to get involved in the decision making process has always been a challenge and we suspect it will continue to be this way. We have reached out to parents through on line surveys and face to face communication. This has helped but we have a long way to go. Due to the mobility of our student body, maintaining relationships with parents becomes problematic.

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	36	26	34	3	34	0	94.4	11.5
All Grades	36	26	34	3	34	0	94.4	11.5

* 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	2450.9	*	0	*	3	*	26	*	71	*
All Grades	N/A	N/A	0	*	3	*	26	*	71	*

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	0	*	38	*	62	*	
All Grades	0	*	38	*	62	*	

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	*	21	*	79	*
All Grades	0	*	21	*	79	*

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	0	*	44	*	56	*
All Grades	0	*	44	*	56	*

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	3	*	32	*	65	*
All Grades	3	*	32	*	65	*

Conclusions based on this data:

1. Data clearly shows room for growth.
2. Student buy in for the CAASPP is crucial.
3. Implementation of CAASPP based test prep is necessary.

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	36	26	34	26	34	0	94.4	100
All Grades	36	26	34	26	34	0	94.4	100

* 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	2376.4	0.0	0	0	0	0	0	0	100	0
All Grades	N/A	N/A	0	0	0	0	0	0	100	0

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	0	0	100	0	
All Grades	0	0	0	0	100	0	

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	29	0	71	0
All Grades	0	0	29	0	71	0

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	0	0	21	0	79	0
All Grades	0	0	21	0	79	0

Conclusions based on this data:

1. Data clearly shows room for growth.
2. Student buy in for the CAASPP is crucial.

3. Implementation of CAASPP based test prep is necessary.

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
11				***	43			57	***						
12	***	25			50	60		25	40						
Total	25	9		75	45	43		45	57						

Conclusions based on this data:

1. Changes implemented last year have proven successful.
2. There is a need to continue to strive towards improvement.
3. Student buy in remains a top priority.

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
11				***	43			57							
12	***	25			50			25							
Total	25	9		75	45			45							

Conclusions based on this data:

1. Changes implemented last year have proven successful.
2. There is a need to continue to strive towards improvement.
3. Student buy in remains a top priority.

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	11	7
Percent with Prior Year Data	100.0%	90.9%	100.0%
Number in Cohort	4	10	7
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	11	0	7
Number Met	--	--	--	2	--	--
Percent Met	--	--	--	18.2%	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	No	--	--

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. Testing data sample too small to evaluate fairly

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	484	481	445
Percent with Prior Year Data	100.0	99.6	100
Number in Cohort	484	479	445
Number Met	303	267	238
Percent Met	62.6	55.7	53.5
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	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	329	241	340	211	314	198
Number Met	77	134	83	98	72	88
Percent Met	23.4	55.6	24.4	46.4	22.9	44.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	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	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The percentage of ELs meeting AMAO 1 seem to remain consistent.
2. Students in EL instruction for 5 or more years have a greater English proficiency.
3. EL students did not meet AMAO 3 in ELA or Math.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ELA
LEA/LCAP GOAL:
All students will have increased learning from instruction guided by assessment results.
SCHOOL GOAL #1:
All students will increase proficiency in ELA by 5% as measured by the CAASP.
Data Used to Form this Goal:
CAASPP assessment report, student work samples, local assessments.
Findings from the Analysis of this Data:
This data shows a significant amount of students are performing below standard in ELA and Math. We will use this data to shore up areas in need and better prepare students for the next round of CAASP testing.
How the School will Evaluate the Progress of this Goal:
Daily checking for student understanding, weekly tests, Unit/Chapter tests, classroom walk-throughs, evaluation of student work. benchmark tests

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of state and local assessments to modify instruction and improve student achievement: All students, including EL, at PRIDE High school are assessed regularly to determine their skill levels and to identify academic needs in ELA and Math. The results of the assessments are used to modify instruction, allocate instructional time, plan for staff development and to budget resources. Informational and opinion writing will	Fall/Spring 2015/16	Principal, Certificated staff	Instructional materials and sup[plies		LCFF - Base	1,399

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>continue to take precedence this year in the form of DWA's formulated to increase student writing ability and knowledge in these areas.</p> <p>Fall of 2015-2016 school year we will increase text complexity, include more non-fiction, and make the transition towards text referenced questions in preparation for the coming Smarter Balance testing.</p> <p>Spring of 2015-2016 we will be using more than one source, referencing text, and varied length reports, in opinion writing in addition to utilizing OARS data management system to assess student skill levels.</p>						
<p>Results of DWAs are reviewed, evaluated and discussed by the leadership team. The leadership team analyzes and presents conclusions and suggested curricular modifications, strategies and areas of emphasis to the staff.</p> <p>CELDT scores are one measure used to evaluate ELD students and to adjust course work, in addition to DWAs.</p> <p>Teachers review and discuss results of the DWAs and formative writing assessments periodically throughout the school year. Beginning in the spring of 2015-2016 school year, new DWA assessments will be developed to provide data for re-assessing our goals for the 2016-2017 school year</p>	Fall / Spring 2015/16	Principal, certificated staff and classified staff.	Instructional materials and supplies		LCFF - Base	1,398

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>based on the changes addressed in our Goal Statement.</p> <p>Smarter Balance results will be used to place students in the appropriate courses as they enter high school, as this data becomes available. OARS will be used to pre and post test students in ELA and Math classes to better track what they are learning.</p>						
<p>District wide changes are being made to shift toward Common Core State Standards and the Smarter Balance testing format. Embedded in these goals at all sites are shifts towards integrating a site determined level of gains that vary site to site. PRIDE is aiming for increases towards proficiency in informational and opinion writing, as mentioned in our goal statement for informational and opinion writing. In addition we will utilize DWA score data and writing assessment data to guide us towards this goal. As this is a transitional year we will refine these goals based on the results of our first experience with Smarter Balance as well.</p>	Fall / Spring 2015/16	Principal, certificated staff and classified staff.	Instructional materials and supplies	0000: Unrestricted	LCFF - Base	1,398
<p>The state is transitioning into Smarter balance, This year, the 2014-2015 school year will be the base line.</p> <p>Site administration, site staff, district staff, students, and parents will take part in the goal setting process.</p> <p>Number and percentage of students</p>	Fall / Spring 2015/16	Principal, certificated staff and classified staff. District Office				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>in academic areas experiencing low student performance: Under-performing students are represented in all subjects and grade levels, although the number of students in the lowest performance bands varies by grade level. Further data analysis needs to be done to identify and better understand the need of these students. Focus will be on those with the most need to close the gap in test scores.</p> <p>In relationship to Smarter Balance baselines, specific expected growth will be 5% at this time, we will use the 14/15 baseline to start from. We have data we will use to determine achievable goals to begin with and periodically adjust them to increase rigor and achievement of our students. Long term we will expect steady growth from all sub groups in the areas of informational and opinion writing. In the mean time we will continue to rely on the data that we currently have available as outlined above, and adjust our current goals based on a steady increase in individual student scores on DWAs and OARS assessment scores.</p> <p>Smarter Balance, OARS, and site based assessments will be utilized to measure school achievement. In addition, student performance on site will also be utilized. Site assessment will include personal growth in all areas and will not be limited to academics.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Site team will continue to analyze test results both site based and state based data as it becomes available.</p> <p>Currently Management meets on a regular basis to exchange new information related to CCSS as it becomes available. The district has invested in the infrastructure to support the Smarter Balanced testing format, and efforts are being made to build upon our current system of technology to ensure we will be ready in the spring of 2016. As stated in our Goals, an emphasis will be placed in the following areas, emphasis for spring of 2016 will be on using more than one source, referencing text, and varied length reports. In addition, by spring of 2015-2016 school year we will increase text complexity, include more non-fiction, and make the transition towards text referenced questions. Emphasis for spring of 2015 will be on using more than one source, referencing text, and varied length reports for opinion writing.</p>						

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA/LCAP GOAL:
All students will have increased learning from instruction guided by assessment results.
SCHOOL GOAL #2:
All students will increase proficiency in math by 5% as measured by the CAASP.
Data Used to Form this Goal:
CAASPP assessment report, student work samples, local assessments.
Findings from the Analysis of this Data:
This data shows a significant amount of students are performing below standard in ELA and Math. We will use this data to shore up areas in need and better prepare students for the next round of CAASP testing.
How the School will Evaluate the Progress of this Goal:
Daily checking for student understanding, weekly tests, Unit/Chapter tests, classroom walk-throughs, evaluation of student work. benchmark tests

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PRIDE's goal is to prepare students to be workforce and college ready upon completion of our diploma program. Staff will be trained and implement mathematical practices and content standards aligned with CCSS. Formative Assessments will be used to set individual goals for each student based on assessment results, Smarter Balance (available spring 2015), will be utilized to determine attainable goals that will challenge students and prepare them for life after school.	Fall 2015	Principal and Staff	Instructional materials and supplies		LCFF - Base	1,399

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Beginning in spring 2015 Smarter Balance was implemented and provided baseline data.</p> <p>The district as a whole will be primarily utilizing the same data that is available during the transition from CST to Smarter Balance. At the site level, we will continue to guide students based on site specific assessments and last CAHSEE results for those in need. Our primary focus is diploma attainment for all students.</p> <p>These goals are district led and follow the new CCSS Smarter Balance formula. Again as data becomes available goals will be adjusted to best meet the needs of our students.</p> <p>Site staff, both certificated and classified as well as students, and parents all play a role in all goal based decisions.</p>	Fall 2015	Principal and Staff	Instructional materials and supplies		LCFF - Base	1,398
<p>Who are the focus students?</p> <p>All PRIDE students are considered focus students. As sub groups, socio-economically disadvantaged and ELL will form the primary focus student groups.</p> <p>What is the expected growth?</p>	Fall 2015	Principal and Staff	Instructional materials and supplies	0000: Unrestricted	LCFF - Base	1,398

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In regards to Smarter Balance, growth goals were determined to be 5% above the base line which is established and is now available. At that time re-assessment of data will take place and new goals will be established with growth markers focusing primarily on our baseline test data provided by Smarter Balance and focusing on CCSS.</p> <p>Currently we rely on classroom assessment results to measure growth. Passing of the CAHSEE and completion of Algebra both provided us with measurable goals and expected growth. Although this year they have been discontinued. We will now use OARS assessment system to determine growth.</p> <p>What data will be collected to measure student achievement?</p> <p>Local assessment data (quizzes, tests, text book assignments, etc.), will be used to establish student goals in math, along with OARS.</p> <p>What process will you use to monitor and evaluate the data?</p> <p>Staff meetings both formal and informal as well as input from all the stakeholders will play a role in the process.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Strategy:</p> <p>Our strategy will remain the same as it is for Writing, we will come together as a staff to exchange ideas and information as it pertains to math. We will utilize every avenue available to increase rigor and stimulate critical thinking skills, while maintaining the proven memorization learning methods that are necessary to be successful at math. We have learned that not applying one set strategy is in itself a strategy. We will continue to work one on one with every student needing math credits, until their needs are met.</p>						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Unduplicated Students
LEA/LCAP GOAL:
All students will have increased learning from instruction guided by assessment results.
SCHOOL GOAL #3:
All unduplicated students will increase proficiency in ELA by 5% as measured by the CAASPP.
Data Used to Form this Goal:
CAASPP assessment report, student work samples, local assessments.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Daily checking for student understanding, weekly tests, Unit/Chapter tests, classroom walk-throughs, evaluation of student work. benchmark tests.

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

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Unduplicated Students
LEA/LCAP GOAL:
All students will have increased learning from instruction guided by assessment results.
SCHOOL GOAL #4:
All unduplicated students will increase proficiency in Math by 5% as measured by the CAASPP.
Data Used to Form this Goal:
CAASPP assessment report, student work samples, local assessments.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Daily checking for student understanding, weekly tests, Unit/Chapter tests, classroom walk-throughs, evaluation of student work. benchmark tests.

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

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: WASC Goals
LEA/LCAP GOAL:
SCHOOL GOAL #5:
WASC Goals 1 - 6
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Goal Statement:</p> <p>Funds will be allocated to create a friendlier student centered campus. Through the addition of a sports field, grass, plants, and trees. In addition this new area will provide a place to extend our current P.E. Program.</p> <p>What data did you use to form this goal (findings from data analysis)?</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Student and parent input as well as surveys all determined a need for an improved campus and a comfortable learning environment.</p> <p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>This will help us to create a more inviting, safe, and student centered environment.</p> <p>What did the analysis of the data reveal that led you to this goal?</p> <p>Student surveys taken at the beginning and end of each year over the past six years have consistently indicated the need for a grass area to teach P.E. and to engage in sports at break and lunch.</p> <p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>All stake holders have agreed that this is a necessity, including, all of PRIDE's Staff, Students, Parents, and District Staff.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Who are the focus students?</p> <p>All students will directly benefit from this action.</p> <p>What is the expected growth?</p> <p>A more inviting campus, a better P.E. program, and an all around friendlier environment in which to learn.</p> <p>What data will be collected to measure student achievement?</p> <p>Surveys and oral assessment.</p> <p>What process will you use to monitor and evaluate the data?</p> <p>Surveys and visual assessment.</p> <p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Increased involvement in athletics.</p> <p>Strategy:</p> <p>To allocate enough funds to achieve this project.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Target Area 1: Student Achievement – Curriculum</p> <p>Goal: Increase student buy-in and investment in rigor by acceptance of personal responsibility for their success in accomplishing the standards and connecting them to the student learner outcomes (SLOs)</p> <p>Rationale: We will implement new strategies to assist student understanding of the relevance of standards and to ease the transition. This will include posting the relevant standards in various places around the school and engaging students in discussion about the standards. This goal has been fully implemented, and can be observed in each classroom. CCSS are in relevant rooms and discussion as to their purpose can verified by talking to students. Discussion regularly takes place with students regarding the relevance of the standards and their connection to learning and content.</p>	15/16 Ongoing	All Staff				
<p>Target Area 2: Student Achievement – Instruction</p> <p>Goal: Implement formalized data collection system in: student work completion, individual student credit progress, attendance, etc.</p>	15/16 Ongoing	District Office/All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Rationale: By the beginning of the 2015-2016 school, Linden Unified School District will have purchased a new data collection system. Currently we have been active this year in meeting with various vendors and have narrowed it down to three top contenders. A final decision will be made within the next couple months. This system will help PRIDE track student progress in multiple areas and be able to produce a data platform and report for individual students as well as the school as a whole. This system will meet the suggestions made by the visiting committee.</p> <p>This goal was completed and is being implemented. OARS has been adopted and is in use in the areas of pre and post-testing in some core classes. Further development is ongoing in all areas of core content and we expect full implementation in all core areas by the end of our 16-17 school year. In addition AERIES is utilized in other areas such as credit accumulation, attendance data and transcript update and development. Both systems better help us understand our students needs and progress and assist in developing student PLPs. This has had a positive impact on student progress and assessment.</p>						
Target Area 3: Student Achievement	15/16 Ongoing	D/O All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>– School climate and culture</p> <p>Goal: Continually build on parent, school, and community relationships. The school reports this is an area of great need. Work with staff, students, parents, and the broader community to revise the mission and vision statements of PRIDE High School. Market and promote the success of the school to the broader community.</p> <p>Rationale: PRIDE will actively pursue ties with the general community. Currently we have many members of the community actively supporting PRIDE by hiring work age students for jobs in our local area. In addition to fostering these relationships, we will continue to get the word out through community outreach, Board meetings, and community gatherings in regards to PRIDE’s successes in the community and as a school, helping Lindens youth in achieving their goals. Parent ties run hot and cold, but as a whole have gotten better over the past eight years. We will continue to pursue parent buy in and school/parent relationships. We implemented an online survey for parents and increased our contact to at least one per every four weeks as it relates to our progress reports. We have found this extra contact to be helpful in building and understanding relationships with parents. We utilize Board meetings, our website, and interactions with the public to promote PRIDE and its successes.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We, as well as most continuation settings, constantly struggle with parent engagement. We will continue to do what we can to foster these relationships in and out of the school setting.						
<p>Target Area 4: Student Achievement – Professional development</p> <p>Goal: Seek professional development opportunities to improve staff curricular delivery.</p> <p>Rationale: This is a point of contention between the Chair and staff at PRIDE. PRIDE was developed around the individual. As such, students are encouraged to develop the skills necessary to work individually. This is by design. Each student is working on his or her own individual plan. Thus, direct instruction is limited to a small number of courses and is done on a more individual/small group basis. This method has proven to be very effective.</p> <p>As far as professional opportunities go, we have meet with Sally Glusing with SJCOE, regional System of Support and School Support, to help us develop a plan for Project Based Learning. Mrs. Glusing has extensive knowledge in this area and we are looking forward to her support and depth of knowledge. This is an ongoing process and is new to our</p>	15/16 Ongoing	COE/ District Office/ All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>staff. PRIDE staff indicated that they welcome the extra support and see the benefits of PBL and the dynamic change it will bring to our students and school as a whole. Combining this and our one to one computer support, will bring new life into our program and help develop the necessary skills needed for the learners of the twenty first century.</p>						
<p>Target area 5: Student Achievement - School climate and culture</p> <p>Goal: Maintain higher standards for student productivity and on-task behavior. Enforce bell to bell work.</p> <p>Rationale: Productive time management is an ongoing struggle. PRIDE has a large ADHD population. As such, procrastination is ever present. This is why many of our students come to PRIDE. We are constantly working with students to unlearn their old behaviors and learn time management skills. We will continue to work diligently in this area and encourage good time management skills that support bell to bell work.</p> <p>We have continued to develop in this area. Bell to bell work is enforced daily and has resulted in a higher productivity rate, this in addition to the daily progress reporting, has added accountability skills to our students developing character traits.</p>	15/16 Ongoing	All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Room One has been designated a success area and caters to students nearing the end of their program. This ensures they are monitored closely and effectively. Generally students within 30 +/- credits are assigned to room one. This has proven to be very successful. Accountability is a big part of our overall program, having these measures in place has helped students develop this skill, which in return has led them to be more productive students. Students feel like they are the owners of their destinies, some for the first time.</p>						
<p>Target area 6 (new addition) Implementation of Technology and Project Based Learning Goal: To provide students with new technology, to go one to one computer/student ratio. To provide students a greater opportunity to develop their tech. skills and ready them for life after high school by fostering the skills necessary to work collaboratively with their peers in the work place. Rationale: This years introduction of computers for every student has afforded us a fantastic opportunity to develop and implement PBL across curriculum. With the help of our COE, we have begun the process and plan on full implementation by the beginning of our 17/18 school year. This will allow PRIDE to vastly expand the learning opportunities offered to</p>	15/16 Ongoing	District Office/ All Staff/ COE				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
our student body. PBL will also offer new opportunities to develop new skills that can be taken into the workplace post high school. We are very excited about this opportunity. As the plan develops, and we become more familiar with its implementation, we will add to our goals and benchmarks.						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	8,390	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	8,390.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	5,594.00
0000: Unrestricted	2,796.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Base	5,594.00
0000: Unrestricted	LCFF - Base	2,796.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,195.00
Goal 2	4,195.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gary L. Grace	X				
Sharon Baker		X			
Jeremiah Adams		X			
Leticia Meza			X		
Angel Villalobos					X
Jessica Rico Ruiz					X
Paul Armanino				X	
Martha Alvarado				X	
Numbers of members of each category:	1	2	1	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 .

Attested:

Gary L. Grace

Typed Name of School Principal

Signature of School Principal

Date

Sharon Baker

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

PRIDE HIGH SCHOOL 2016 – 2017 ACTION PLAN REVISED

The following action items have been or we anticipate, will be implemented by the end of the 16/17 school year

Target Area 1: Student Achievement – Curriculum

Goal: Increase student buy-in and investment in rigor by acceptance of personal responsibility for their success in accomplishing the standards and connecting them to the student learner outcomes (SLOs)

Rationale: We will implement new strategies to assist student understanding of the relevance of standards and to ease the transition. This will include posting the relevant standards in various places around the school and engaging students in discussion about the standards.

This goal has been fully implemented, and can be observed in each classroom. CCSS are in relevant rooms and discussion as to their purpose can be verified by talking to students. Discussion regularly takes place with students regarding the relevance of the standards and their connection to learning and content.

Target Area 2: Student Achievement – Instruction

Goal: Implement formalized data collection system in: student work completion, individual student credit progress, attendance, etc.

Rationale: By the beginning of the 2015-2016 school, Linden Unified School District will have purchased a new data collection system. Currently we have been active this year in meeting with various vendors and have narrowed it down to three top contenders. A final decision will be made within the next couple months. This system will help PRIDE track student progress in multiple areas and be able to produce a data platform and report for individual students as well as the school as a whole. This system will meet the suggestions made by the visiting committee.

This goal was completed and is being implemented. OARS has been adopted and is in use in the areas of pre and post-testing in some core classes. Further development is ongoing in all areas of core content and we expect full implementation in all core areas by the end of our 16-17 school year. In addition AERIES is utilized in other areas such as credit accumulation, attendance data and transcript update and development. Both systems better help us understand our students needs and progress and assist in developing student PLPs. This has had a positive impact on student progress and assessment.

Target Area 3: Student Achievement – School climate and culture

Goal: Continually build on parent, school, and community relationships. The school reports this is an area of great need. Work with staff, students, parents, and the broader community to revise the mission and vision statements of PRIDE High School. Market and promote the success of the school to the broader community.

Rationale: PRIDE will actively pursue ties with the general community. Currently we have many members of the community actively supporting PRIDE by hiring work age students for jobs in our local area. In addition to fostering these relationships, we will continue to get the word out through community outreach, Board meetings, and community gatherings in regards to PRIDE's successes in the community and as a school, helping Lindens youth in achieving their goals. Parent ties run hot and cold, but as a whole have gotten better over the past eight years. We will continue to pursue parent buy in and school/parent relationships. We implemented an online survey for parents and increased our contact to at least one per every four weeks as it relates to our progress reports. We have found this extra contact to be helpful in building and understanding relationships with parents. We utilize Board meetings, our website, and and interactions with the public to promote PRIDE and its successes. We, as well as most continuation settings, constantly struggle with parent engagement. We will continue to do what we can to foster these relationships in and out of the school setting.

Target Area 4: Student Achievement – Professional development

Goal: Seek professional development opportunities to improve staff curricular delivery.

Rationale: This is a point of contention between the Chair and staff at PRIDE. PRIDE was developed around the individual. As such, students are encouraged to develop the skills necessary to work individually. This is by design. Each student is working on his or her own individual plan. Thus, direct instruction is limited to a small number of courses and is done on a more individual/small group basis. This method has proven to be very effective. As far as professional opportunities go, we have meet with Sally Glusing with SJCOE, regional System of Support and School Support, to help us develop a plan for Project Based Learning. Mrs. Glusing has extensive knowledge in this area and we are looking forward to her support and depth of knowledge. This is an ongoing process and is new to our staff. PRIDE staff indicated that they welcome the extra support and see the benefits of PBL and the dynamic change it will bring to our students and school as a whole. Combining this and our one to one computer support, will bring new life into our program and help develop the necessary skills needed for the learners of the twenty first century.

Target area 5: Student Achievement - School climate and culture

Goal: Maintain higher standards for student productivity and on-task behavior. Enforce bell to bell work.

Rationale: Productive time management is an ongoing struggle. PRIDE has a large ADHD population. As such, procrastination is ever present. This is why many of our students come to PRIDE. We are constantly working with students to unlearn their old behaviors and learn time

management skills. We will continue to work diligently in this area and encourage good time management skills that support bell to bell work.

We have continued to develop in this area. Bell to bell work is enforced daily and has resulted in a higher productivity rate, this in addition to the daily progress reporting, has added accountability skills to our students developing character traits. Room One has been designated a success area and caters to students nearing the end of their program. This ensures they are monitored closely and effectively. Generally students within 30 +/- credits are assigned to room one. This has proven to be very successful. Accountability is a big part of our overall program, having these measures in place has helped students develop this skill, which in return has led them to be more productive students. Students feel like they are the owners of their destinies, some for the first time.

Target area 6 (new addition) Implementation of Technology and Project Based Learning

Goal: To provide students with new technology, to go one to one computer/student ratio. To provide students a greater opportunity to develop their tech. skills and ready them for life after high school by fostering the skills necessary to work collaboratively with their peers in the work place.

Rationale: This years introduction of computers for every student has afforded us a fantastic opportunity to develop and implement PBL across curriculum. With the help of our COE, we have begun the process and plan on full implementation by the beginning of our 17/18 school year. This will allow PRIDE to vastly expand the learning opportunities offered to our student body. PBL will also offer new opportunities to develop new skills that can be taken into the workplace post high school. We are very excited about this opportunity. As the plan develops, and we become more familiar with its implementation, we will add to our goals and benchmarks.

Addendum September 23, 2016

Critical Areas for Follow up:

1. Increase student buy-in and investment in rigor by acceptance of personal responsibility for their success in accomplishing the standards and connecting them to the student learner outcomes (SLOs)

Student involvement in the re-creation of SLOs

During the 2015/16 school year, staff and students re-evaluated our SLOs. Students were given a place at the table and were asked to assist in developing new, more relevant SLOs with the specific directions that they must be measurable and attainable. In the past, SLOs were developed with students but were focused more or less around character improvement as they thought this area was in need of improvement. The problem was, integrity and personal character traits are hard to measure and track. On a personal level staff could see the changes and difference in student character traits but had trouble formally assessing and documenting them. The visiting committee recommended we revisit the SLOs and formulate new, more measurable and attainable formal goals with the help of the student body.

This was achieved by scrapping our old goals and re-formulating new ones that we were “able to measure, track and document”. Some of the old SLOs were melted together as students still feel that they are important and wanted them to remain. As a result, the following ‘new’ SLOs are now in place.

Personal Responsibility thru Individually Designed Education (P.R.I.D.E.)

Powerful Communicators

- ❖ Communicate spoken and written language to others
- ❖ Contribute to group activity and accepts feedback
- ❖ Have knowledge of current events, local and world affairs

Responsible Citizens

- ❖ Explain how in an effective government rights come with civic responsibilities
- ❖ Show an appreciation of tradition and history
- ❖ Demonstrates sensitivity to various viewpoints, belief systems and cultures

Independent Learners

- ❖ Show personal responsibility for self-organization, self-discipline, and self-control
- ❖ Show examples of self-growth and individual commitment
- ❖ Demonstrate a healthy lifestyle from knowledge of nutrition, fitness, and hygiene

Dedicated Academic Achievers

- ❖ Shows growth on standardized assessments
- ❖ Work towards proficiency in academic standards for all courses
- ❖ Demonstrate useful technology skills

Evolving Individuals

- ❖ Demonstrate the ability to set goals and establish a course of action
- ❖ Develop skills of inquiry
- ❖ Research a variety of career options to realize economic self-sufficiency

2. Implement formalized data collection systems in: student work completion, individual student credit progress, attendance, etc.

Addition of OARS data testing and tracking system

At the beginning of the 2015/16 school year our adopted student assessment and tracking system, OARS was initiated and rolled out. Teachers at PRIDE are very excited to have a reliable system of assessing and tracking student progress and to document 'learning' that is taking place. Teachers spent time this year (15/16) building assessments and will continue in the 16/17 school year until all core classes have pre and post assessments. The goal is to have every student take a pre assessment when starting a core class, then to take a post assessment to gauge what they have learned and to insure alignment with common core and our SLO's are taking place.

Addition of daily student progress reports

During the last WASC visit it was recommended that we develop some sort of tracking system for daily use. This was accomplished over the summer and implemented on the first day of school in August, 2015. Since that time we have experienced a marked difference in the amount and consistent flow of credits for most of our students. Teachers and students have commented on the success experienced this year. This has been one of those aha moments where after implementation, everyone looks at each other and wonders why we had not been doing this all along. We all welcomed the suggestion and its success.

In addition, the district is developing and implementing a district wide writing assessment that will align with CCSS and will be adopted district wide. As of this writing, this is currently in progress and involved all stakeholders.

3. Continually build on parent school and community relationships. The school reports this as an area of great need. Most of Pride's students come from single family homes or socioeconomically disadvantaged families. Work with staff, students, parents and broader community to revise the mission and vision statements of Pride High School. Market and promote the successes of the school to the broader community.

PHS has come a long way in the past 3 years, getting stronger as we go. Our focus has become more defined and our ability to adapt to an ever changing environment has improved. As is in the field of education, just when you think you have your game down, someone changes the rules. CCSS has brought about yet another challenge to tackle. This has brought about multiple changes in several areas including changing class syllabi to reflect current standards, leaning toward a computer friendly atmosphere, expanding our tech. base, as well as integrating new text into our program to prepare students to be college and career ready. We are up for the challenge. As a district we have been making consistent progress preparing for CCSS and Smarter Balance. As a school we work closely with the DO and high school to ensure that we are all on the same page as we work toward achievement of the full implementation of CCSS. As a whole, we believe we are right where we need to be in regards to the roll out of CCSS. The way we operate in order to serve our students will remain the same, in constant motion, and with purpose.

Core Beliefs and Commitments

We will maintain a safe and orderly school environment.

We will ensure excellence by providing a rich variety of rigorous academic curriculum.

We believe in providing equal opportunity for students to participate in all academic programs and extracurricular activities.

We will promote a culture of mutual trust in an environment of tolerance, respect and compassion.

We value fostering responsibility for one's own actions in our students, parents, staff, board members, and the community.

A Schoolwide Learning Objective (SLOs) is an expectation that students will possess a body of knowledge and skills as a direct result of meaningful and authentic learning experiences.

PHS is committed to the idea that all students who want to learn and be successful are given the individual support and tools necessary to do so. PHS's expectations are that each student will put forth the effort to ensure their own success. Teachers, administrators, and counselors utilize AERIES student data system, standards based testing data from sources such as CAHSEE, Smarter Balance (when available), and site assessment scores to drive changes in teaching strategies to meet student needs.

Staff, site council, parents and students are actively engaged in the ongoing refinement process of SLOs and the school's Mission and Vision. This is achieved through combined input of staff, parents, as well as through surveys, which are done at the beginning and end of each year.

Current Mission statement

PRIDE High School Mission Statement

The mission of PRIDE High School is to ensure the educational success of all students in a safe learning environment through high expectations, individually designed education, and a commitment to excellence.

PRIDE High School Vision Statement

The vision of PRIDE High School is to empower students to reach their full potential as responsible, enlightened, college and career-ready citizens in a diverse and changing world.

PRIDE's motto

EFFORT=PROGRESS=SUCCESS

4. Seek professional development opportunities to improve staff curricular delivery; at present, students appear to work independently with little feedback from some staff. A more active and creative teaching approach is recommended.

LUSD has offered many opportunities for development, all of which are attended by all staff at PRIDE. After some discussion it was determined that we are going to move toward project based learning and will add to our current syllabi, multi-media projects, integration of technology in all areas and core classes including google docs as an avenue to bridge the gap between student and teacher.

This was in practice last year and we had a lot of success. Students submitted their work via google docs for peer and teacher review throughout the process. This helped students master many areas of work production and allowed for real-time feedback from peers as well as teachers. In the past we leaned toward written work to help avoid plagiarism. Currently, there are many ways to check for plagiarism so this is not as much of a problem. We have had many students join in on submitting work online.

This year we will implement this school wide. A portion of core work will be submitted online through google doc accounts created and supported by the district as a way to enhance technology throughout the district. In addition, we will be one-to-one in terms of computers at this site by the year's end.

In addition, power points, brochures, references, links etc., will all be added as tools to encourage the use of technology in all core subject areas. In the future we plan to include electives as well. This will add to the current rigor required to pass all core subject areas.

Group and Project Based Learning have also been added to encourage students to work as a team. In each core area, several themes have been developed for student groups to choose from and work together on. This can be achieved even if students are paced differently and or are in different areas of the book. Those working ahead can return to what they have already learned and those who work slower can skip forward to the areas that are identified by themes. Project based learning will utilize chrome books and technology. This is a move away from the typical 'book work' model.

5. Maintain higher standards for student productivity and on task behavior. Enforce "bell to bell" work.

This area was rectified immediately. Unfortunately, during the last WASC visit, students were redirected into other classrooms to make room for the visiting committee. This in addition to being very close to the end of the school year disrupted the "normal" flow of things. We attempted to explain this to the visiting committee with no success. Being in class on time, being on task and remaining on task throughout the block is always enforced. The addition of Daily Progress Reports, (DPR) works well to get students on task immediately and teacher support helps keep them on task all period.

6. During the VC visit with the district superintendent, we were not able to confirm the credential for one of the staff members at Pride. Ms. Baker appeared to have a multiple subject credential, but is teaching high school science and social science.

It was determined that Mrs. Baker was working on a board authorization that was put in place in 2008. To remedy this issue, Mrs. Baker attended VPSS training and is now officially authorized and credentialed for her job duties. Paper work can be verified through the district office.