The Single Plan for Student Achievement

School: Banning High School

CDS Code: 33-66985-3330214

District: Banning Unified School District

Principal: Matt Valdivia

Revision Date: April 17, 2015

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

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

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

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School Vision and Mission

Banning High School's Vision and Mission Statements
Mission
Banning High School's mission is to provide tomorrow's leaders with quality academic instruction and rigorous standards-based curriculum enhanced by a safe and respectful environment.

- The highly qualified, inventive, and student-oriented staff
- The relevant and rigorous curriculum that prepares students for the future educational or career goals
- The talented and motivated student body of high school students who are diverse in their talents and contributions to Banning High School

Vision
Destination Graduation and Beyond

Motto
Dare to Achieve

School Colors and Mascot
The student body and mascot are known as the Broncos. The school colors are Kelly green and white with accents of black.
Our vision for Banning High School is "Destination Graduation and Beyond."

Banning High School Goals

Improve student achievement at Banning High School by having data driven Professional Learning Communities (PLC's) – English-Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, Special Education, Physical Education, Advancement Via Individual Determination (AVID), Career and Technical Education/Academy of Business and Technology, and World Languages.

Banning High School will:

- Achieve 700 API
- Show increased AYP growth
- Classified staff will provide excellent support services to our students, parents, and staff.
- Athletics and activities will enhance the school culture by teaching leadership skills, social development, group responsibility, and sportsmanship.
- Counselors will expand comprehensive programs that help students with academics, personal growth, social awareness, and career/technical guidance.

Student Learner Outcomes

Banning High School Students Will:

Be able to:
*Read, write, listen, and communicate effectively.
*Apply critical thinking skills to problem solve.
*Utilize technical skills.
Have:
*Progressed toward mastering the Common Core Standards.
*Become college and/or career ready.
Strive to:
*Make healthy and safe choices.
*Be self-directed, reflective, and productive in a global society.

School Profile

Banning High School (BHS) is one of the oldest high schools in Riverside County; first opening its doors in 1895. The first graduation took place in 1899. Banning is a community with a population of about 24,000 residents, and has a past as colorful as the 300-square mile area it serves. Flanked by magnificent mountain ranges to the north and the south, the area forms a natural passageway between metropolitan Los Angeles and the Greater Palm Springs desert communities. The Banning Community has been the home to Native Americans for centuries. With it, the Stagecoach era came thundering through with its satchels of U.S. mail and currency. The 'Southern Pacific Iron Horse' was the predominant trailblazer by the 1880's. The automobile followed, culminating in the opening of the l-10 Freeway, the most traveled trail of all. Today, Banning is known throughout the world as 'Stagecoach Town USA'. In celebration of its past, Banning still hosts an annual celebration in the fall called Stagecoach Days. The Banning District area is still semi-rural and encompasses Cabazon, Whitewater, Poppet Flats and the Morongo Indian Reservation as well as the city of Banning.

Banning High School is part of the Banning Unified School District. The District educates approximately 4,000 students enrolled in kindergarten through twelfth grade. There are four elementary schools, two middle schools, one comprehensive high school and one continuation school. The District is one of the largest employers in Banning, with approximately 450 employees. The District, like its historic environs prides itself in blazing new trails as it forges more passageways to learning.

During the 2013-2014 school year BHS conducted a full self-study in preparation to the March 2014 WASC visit. The result was the granting of a six-year term through 2020 with a progress report and two day visit in 2017.

Banning High School is categorically funded through various state and federal programs. Our funding sources include EL, Perkins Grant, Lottery Funds, and The California Academy Grant. In November of 2006, the citizens of Banning passed a measure R, authorizing the issue of $63,000,000 in bonds. A large portion of these funds were used to pay for a new two story classroom building, athletic facilities, and a pool.

There are several school and community groups that operate within the confines of the Banning High School. These groups include the School Site Council, which oversees the categorical expenditures, English Language Advisory Council (ELAC) that, in addition to advising the English Learner program, advises the School Site Council and the Morongo Tutoring Program that assist Native American students.

Additionally, the Academy of Business and Technology students collaborate with local businesses that provide students with opportunities in job shadowing and mentoring. There are numerous Booster Clubs that assist all athletic teams and the band and lend significant support, both financial and through chaperoning, and fundraising.

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).

Surveys were given to the staff and students in preparation for the 2014 WASC visit. The surveys revealed that student feel safe and secure on campus and that their teachers are providing meaningful learning experiences for students. Parent surveys, while few, revealed a satisfaction with BHS and what we offer students.

<u>**Classroom Observations**</u>

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

It is the goal of site administration for each classroom to be visited at least once per week. In addition, this year peer visits are being conducted in order to gain insight for our Focus on Learning self-study (WASC).

<u>**Analysis of Current Instructional Program**</u>

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.

<u>Standards, Assessment, and Accountability</u>

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

   The BHS staff is growing in the area of using data to inform and drive instruction and enhance the overall program of the school. Professional development has been focused on creating benchmarks and assessments and the analysis thereof.

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

   The effective use of data is emerging and staff is acquiring an understanding of its use and potential to significantly improve instruction and therefore continuous academic improvement.

<u>Staffing and Professional Development</u>

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

   All teachers meet the requirement of being highly qualified.

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

   All BHS teachers and counselors are properly credentialed. All teachers are afforded the opportunity to participate in professional development that includes AVID Write Path training, Jane Schaffer Writing Program, and Explicit Direct Instruction training.

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

   All staff development is focused on the use of the newly adopted California Common Core State Standards, the creation and use of assessments to inform and modify instruction, and Larry Lezotte's Seven Correlates of Effective Schools.

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

   The administrative staff in conjunction with the Riverside County Office of Education offer support. This is accomplished through collaboration days held at the district office, site classroom visits and departmental meetings. In addition, new teachers are required to participate in and complete the Beginning Teacher Support Assessment or BTSA.

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

   Each department has frequent meetings to collaborate on the analysis of data, lessons and strategies to improve student performance. Each Thursday from August to February was designated as an early release day with two hours dedicated to ongoing professional development and departmental collaboration.

Teaching and Learning

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

   A major focus in the core areas is the alignment of instruction to the California Common Core State Standards. Staff is moving away from utilizing the textbook chapter by chapter as the basis for instruction since tight alignment to the standards is not always found.

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

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

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

    Each student has a full set of instructional materials in all core content areas as confirmed by our annual Williams Visit. All students including students served in special education and English Language Learners have full access to all core instructional program materials.

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)

Mathematics
- Algebra I: Holt CA (Adopted June 2008)
- Geometry: Holt CA (Adopted June 2008)
- Algebra II: Holt CA (Adopted June 2008)
- 12th – Calculus (Adopted June 2001)
- Pre-Calculus (Adopted June 2001)
- Elementary Statistics - Pearson, Picturing the World, 4th Edition Larson, Farber (Adopted July 2010)
- Integrated Math: Pearson Pilot (2014-2015)

English Language Arts – McDougal Littell California Literature, Grades 9-12 (Adopted July 2010)
AP Language—Bedford Reader: Bedford/St.Martins

Reading Intervention, Scholastic (adopted district wide June 2006)
- READ 180 (for special education students)

History/Social Science, 9th-12th (Adopted April 26, 2007)
- Government, Prentice Hall
- Economics, Prentice Hall
- U.S. History, Prentice Hall
- World History, Prentice Hall
- AP Government, Prentice Hall
- AP Economics, Erwin-McGraw-Hill
- AP US/American Pageant, McDougal-Littell
- AP Psychology, Worth Publishers
- AP World History, McDougal-Littell

Science 9th-12th
- Earth Science – Prentice Hall Earth Science California Edition, Tarbuck and Lutgens (Adopted July 2010)
- Biology – Pearson Prentice Hall, Miller, Levin (Adopted June 2009)
- AP Physics – Pearson, Giancoli (Adopted June 2009)
- Regular Physics (Nasta Edition) – Pearson, Wilson, 7th Edition (Adopted July 2010)
- Human Anatomy & Physiology – Pearson Education, (Readopted June 2009)
- AP Biology – Pearson, Campbell, Reece 6th Edition (Readopted June 2009)
- Chemistry – McDougal Litell, World of Chemistry, Zumdahl, Zumdahl & DeCoste, (Readopted June 2009)
- AP Chemistry—Chemistry, 6th Edition, Zumdahl & Zumdahl

World Languages– McDougal Littell (Adopted January 2014)
- Discovering French Levels 1, 2 & 3
- ¡En Español! Levels 1, 2 & 3
- Spanish for Native Speakers – Prentice Hall, Abriendo Paso: Gramatica, 2nd Edition, ,Diaz, Nadel, Collins (Adopted July 2010)
- Spanish for Native Speakers – Prentice Hall, Abriendo Paso: Lectura, 2nd Edition, Diaz, Nadel, Collins (Adopted July 2010)

Opportunity and Equal Educational Access

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

In addition to traditional resources, supplemental materials, and academic support programs (tutoring), BHS students benefit from a growing community network of support. The BHS counselors, AVID and R.O.P. teachers provide academic, vocational, college-readiness and social-emotional counseling on an ongoing basis for all students to achieve academic and personal success. Additionally, for the 2013-2014 school year a new class, "Connections to Your Future" is required for all 9th grade students (with the exception of AVID students) and focuses on organizational skills, study skills, career exploration, college and career readiness, personal financial responsibility, and positive behavior. This class is scheduled to continue indefinitely.

14. Research-based educational practices to raise student achievement

Information from state assessments, common assessment, benchmark assessments, and staff development provide the basis for SSC and administrative planning. The use of data to modify and drive instruction plus effective researched based instructional strategies is the major focus to raise student achievement.

Parental Involvement

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

Banning High School has adopted a system of support services that include, but are not limited to: free and confidential counseling provided by the school counselors; Student Success Team (SST); School Attendance Review Team (SART) intervention, School Attendance Review Board (SARB) intervention, Youth Accountability Team (YAT); a district psychologist is available on an as needed basis; subject-specific and basic skills tutoring; college entrance and academic counseling; vocational planning, volunteer opportunities; conflict mediation; peer assistance; involvement with community service and educational projects generated by off-campus groups (service clubs, state and national history, character education and cultural diversity projects, etc.). The Morongo Educational Center offers targeted Native American BHS students a specialist to assist them in their classes on-site. BHS is also partnered with local business owners that speak to our students about business specific issues for future employees as well as provide internship opportunities. Link Crew is comprised of students in grades 10-12; their sole responsibility is to provide support to freshmen students.

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)

BHS benefits from student, parent, staff and community input through School Site Council, departmental meetings and informal conversations. The School Site Council has the formal role in our school of planning, monitoring and evaluating the activities and expenditures of the categorical programs at our school. Other parent advisory groups, including the ELAC, give input to the School Site Council. The Parent Liaison contacts parents about School Site Council, ELAC meetings and other important school events.

Funding

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

The needs of all student groups including English Learners and special education are supported with categorical funds. A large part of categorical dollars are spent on on-going professional development for our teachers. The SSC ensures that funds are allocated to the core instructional program for all students. Resources used include personnel, materials, professional development and additional time for staff.

18. Fiscal support (EPC)

Non-categorical funds are utilized toward materials and resources for students and teachers including items to promote a safe school environment. The SPSA is aligned with the goals and activities in the LEA Plan.

Description of Barriers and Related School Goals

There continues a need for all students to be viewed as capable of attaining grade level standards. With the loss of SMART Thursdays from February-May 2015, perhaps the greatest barrier is time for effective professional development to equip all teachers with multiple research based effective instructional strategies. Another barrier is the lack of instructional coaches to mentor and guide teachers. Finally, the implementation of the Common Core California State Standards can be viewed as a barrier and a positive change. The barrier is the transition that has taken thoughtful professional development and a shift in thinking about teaching and learning, the positive aspect is that the (CCCSS) required students to be more engaged in thinking, understanding and problem solving.

Not arriving ready to learn is a barrier for many students. Some are absent or late while others arrive with no materials. This behavior has a negative effect on student achievement.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	789	771		102	100		77	84		67	56	
Growth API	645	658		664	647		590	597		724	718	
Base API	654	646		660	664		621	593		721	725	
Target	7	8		7	7							
Growth	-9	12		4	-17							
Met Target	No	Yes		No	No							

The header "API GROWTH BY STUDENT GROUP" spans the student group columns.

PROFICIENCY LEVEL	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	477	470		245	211		686	689		77	71	
Growth API	642	666		601	580		645	653		487	497	
Base API	638	643		593	603		649	646		453	487	
Target	8	8		10	10		8	8				
Growth	4	23		8	-23		-4	7				
Met Target	No	Yes		No	No		No	No				

The header "API GROWTH BY STUDENT GROUP" spans the student group columns.

Conclusions based on this data:

1. Even though some subgroups showed minimal growth, it is statistically insignificant. However, the growth reflects the introduction of a more focused and aligned curriculum. Now, with the addition of the Common Core State Standards, common and benchmark assessments must be utilized to measure student performance rather than STAR data.

2. Staff development on effective instruction is necessary in order for content to be learned and understood by all students.

3. Without scores from 2014, and the shift to CCCSS, accurate measurement of student performance is difficult to obtain: effective assessments are still under development and refinement.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	96	99	95	89	98	97	95	97	100	100	100
Number At or Above Proficient	94	103	109	11	14	16	9	9	13	8	6	6
Percent At or Above Proficient	36.6	36.5	42.9	35.5	46.7	48.5	34.6	28.1	46.4	44.4	31.6	30.0
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98	99	99	98	100	98	97	99	87	79	100
Number At or Above Proficient	59	66	67	15	14	10	84	83	91	5	3	2
Percent At or Above Proficient	36.9	37.3	42.9	18.8	16.9	15.6	36.8	34.2	42.1	20.8	14.3	9.5
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	Yes	No	No	No	No	No	Yes	--	--	--

Conclusions based on this data:

1. Even though some subgroups showed minimal growth, it is statistically insignificant. However, the growth reflects the introduction of a more focused and aligned curriculum. Now, with the addition of the Common Core State Standards, common and benchmark assessments must be utilized to measure student performance rather than STAR data.
2. Staff development on effective instruction is necessary in order for content to be learned and understood by all students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99	98	98	98	98	91	98	94	100	100	100
Number At or Above Proficient	118	110	147	15	13	21	10	9	14	13	9	10
Percent At or Above Proficient	45.2	38.1	58.3	46.9	38.2	63.6	40.0	27.3	51.9	72.2	47.4	50.0
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99	99	100	100	99	99	99	98	100	98	96
Number At or Above Proficient	70	73	92	32	16	27	106	94	126	6	5	4
Percent At or Above Proficient	42.4	40.8	59.0	39.0	18.8	42.9	45.7	37.9	58.9	21.4	17.9	20.0
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	No	No	Yes	--	--	--

Conclusions based on this data:

1. All significant subgroups declined.

2. Staff development on effective instruction is necessary in order for content to be learned and understood by all students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			19	46	16	39	5	12	1	2	41
10	2	5	15	36	17	40	6	14	2	5	42
11	6	12	28	54	12	23	4	8	2	4	52
12	3	13	13	57	3	13	1	4	3	13	23
Total	11	7	75	47	48	30	16	10	8	5	158

Conclusions based on this data:

1. With the addition of a English Language Learning specialist three years ago, the EL program has provided stable and sequential learning opportunities.
2. The number of students expected to be redesignated this year is significantly higher than previous years. Twenty students are expected to obtain redesignation!
3. As students move from 9th grade to 12th, there are fewer intermediate level and more early advanced and advanced.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2013-14 CELDT (All Assessment) Results | | | | | | | | | | | Number Tested |
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | | |
	#	%	#	%	#	%	#	%	#	%		#
9			19	44	16	37	5	12	3	7		43
10	3	6	15	32	17	36	7	15	5	11		47
11	6	11	28	52	12	22	4	7	4	7		54
12	4	15	13	48	3	11	1	4	6	22		27
Total	13	8	75	44	48	28	17	10	18	11		171

Conclusions based on this data:

1. Banning High School has become competitive with redesignation results compared to Banning Unified School District.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	212	184	160
Percent with Prior Year Data	99.5%	99.5%	100.0%
Number in Cohort	211	183	160
Number Met	103	89	94
Percent Met	48.8%	48.6%	58.8%
NCLB Target	56.0	57.5	59.0
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	7	207	15	176	14	152
Number Met	--	74	--	71	--	77
Percent Met	--	35.7%	--	40.3%	--	50.7%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*****	**No**	*****	**No**	**--**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes

Conclusions based on this data:

1. While students are doing minimally better in math than English, all students need assistance in acquiring the language skills necessary to obtain success.

2. AMAO 1 and 2 has seen a the percent attaining proficiency in English grow from 35% in 2011-2012 to 50.7% in 2013-2014.

3. Banning High School's AYP results lag behind compared to Banning Unified School District.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	978	859	803
Percent with Prior Year Data	99.7	99.9	99.5
Number in Cohort	975	858	799
Number Met	585	453	420
Percent Met	60.0	52.8	52.6
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	621	497	557	443	558	379
Number Met	148	207	134	167	111	160
Percent Met	23.8	41.6	24.1	37.7	19.9	42.2
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**No**	**Yes**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	**Yes**	**No**	**No**

Conclusions based on this data:

1.

Planned Improvements in Student Performance

<div align="center">

School Goal #1

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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:
All students will meet or exceed in English Language Arts in preparation for becoming college and career ready.
SCHOOL GOAL #1:
All Banning High School students will meet grade level proficiency of common core standards within the English Language Arts courses by increasing the ELA CAHSEE passing rate at proficiency or above by 2% from the previous year from the grade 10 census exam.
Data Used to Form this Goal:
Previous CST data, CAHSEE and SBAC test results, ELA benchmark test results, PSAT and SAT results, transcripts, A-G requirements
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The same data used to determine this goal will be also used for evaluating ongoing progress: Previous CST data, CAHSEE and SBAC test results, ELA benchmark test results, PSAT and SAT results, transcripts, A-G requirements.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
ELA department will collaborate with Riverside County Office of Education (RCOE) for specific ELA training, modeling, and planning with a focus on implementation and California Common Core State Standards	2014-2015	ELA teachers and administration	RCOE Training Services	None Specified	District Funded	15000
			Substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ERWC training through Cal State University focusing on expository writing	August 2014	ELA teachers	ERWC Training Services	0000: Unrestricted	None Specified	0
			Travel expenses	0000: Unrestricted	LCFF - Base	500
AVID Write Path training for teachers of various curricular areas including English-Language Arts	October 2014	Administration and teachers	Write Path Fee	None Specified	Title I	4000
			Travel expensies	None Specified	Title I	1000
			Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I	1200
Teachers will participate in regular meetings after school and on Smart Thursdays to review data and plan interventions. Provide teachers with core curriculum data on student performance on state testing and CAHSEE.	2014-2015	Administration and teachers	Extra duty for professional development	None Specified	None Specified	0
PSAT testing made available for students with a focus on 11th grade (including writing test). PSAT testing agency pays for first 70 juniors. Additional students pay $14.	August - October	Counselors, Assistant Principal	Fees $14.00 per student	5700-5799: Transfers Of Direct Costs	Title I	3000
Jane Schaffer Writing Program Training for all teachers to assist in developing lesson the include Common Core writing needs. Training will focus on Expository and Argumentation.	October and March	All Teachers	Professional Development	0000: Unrestricted	Title I	8000
Jane Schaffer Writing Program Training for English-Language Arts teachers will focus on the Argumentation style of writing	March 2015	ELA and History	Professional Development	0000: Unrestricted	Title I	2000

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: English Language Learners
LEA GOAL:
All limited-English students will become proficient in English and reach academic standards at or above proficiency in reading, language, and mathematics.
SCHOOL GOAL #2:
All English Language Learners at Banning High School will advance one level per year in English language proficiency as measured by the annual California English Language Development Test (CELDT).
Data Used to Form this Goal:
CELDT, CAHSEE, previous CST scores, SBAC test data and redesignation data.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Benchmark assessments in ELA and Math, CELDT results, progress reports (school wide and teacher) each with a focus on the ELL subgroup population.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate data from CELDT	November	Administration and ELL program specialist	Department Meetings	None Specified	None Specified	0
Academic tutoring made available by each core academic area provided for ELL students, which includes CAHSEE preparation and support.	2014-2015	Departments and individual teachers	Tutoring	None Specified	None Specified	0
Employ bilingual counselor for at risk and ELL students.	2014-2015	Counselor	Counselor salary and benefits	1000-1999: Certificated Personnel Salaries	District Funded	70000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The ELD and ELA departments will plan together regarding focusing on academic vocabulary within their curricular mapping.	2014-2015	ELD and ELA Teachers	Department meetings.	None Specified	None Specified	0
ELD teacher will attend RCOE's LTEL Task Force training throughout the year for training regarding the new ELD Common Core State Standards.	August - June	ELD teacher	Travel costs	5000-5999: Services And Other Operating Expenditures	Title III	800
			Substitute for 5 days throughout the year	1000-1999: Certificated Personnel Salaries	LCFF - Base	700

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

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:
All students will meet or exceed in Mathematics in preparation for becoming college and career ready.
SCHOOL GOAL #3:
All Banning High School students will meet grade level proficiency of Common Core Standards within the mathematics courses by increasing the Math CAHSEE passing rate at proficiency or above by 2 % from the previous year from the grade 10 census exam.
Data Used to Form this Goal:
Previous CST data, CAHSEE and SBAC test results, Math benchmark test results, PSAT and SAT results, transcripts, A-G requirements
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The same data used to determine this goal will be also used for evaluating ongoing progress: Previous CST data, CAHSEE and SBAC test results, math benchmark test results, PSAT and SAT results, transcripts, A-G requirements.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The math department will collaborate with Riverside County Office of Education (RCOE) for specific math training, modeling, and planning with a focus on implementation and Common Core State Standards.	2014-2015	Administration and math teachers	RCOE Training Services	0001-0999: Unrestricted: Locally Defined	District Funded	15000
			Substitute teachers	1000-1999: Certificated Personnel Salaries	None Specified	2000
Weekly math department meetings to redesign curriculum for the new Integrated Math courses.	2014-2015	Department chair and math teachers	Department Meeings	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in regular meetings after school and on Smart Thursdays to review data and plan interventions. Provide teachers with core curriculum data on student performance on state testing and CAHSEE.	2014-2015	Administrators and teachers				
Jane Schaffer Writing Training for all math teachers to assist in developing lesson the include Common Core writing needs for math student responses: reflections and justification.	March 2015	District and Principal	Jane Schaffer Training		District Funded	
Add Transformation Geometry to Geometry and Integrated Math 1 curriculum.	January 2015	Math Department Chair and math teachers	Geo Reflectors			
Math tutoring schedule for students that allows for before school, lunch, and after school.	2014-2015	Math department chair, math teachers	Teacher time for tutoring			

Planned Improvements in Student Performance

<u>School Goal #4</u>

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: Safe and Drug-Free Learning Evironments
LEA GOAL:
The Banning Unified School District and Banning High School are committed to maintaining a safe, drug-free, and secure environment for students and staff that encourages, recognizes, and supports students, promoting the implementation of PBIS to "Be Respectful, Be Safe, and Be Responsible."
SCHOOL GOAL #4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning with the development of PBIS "Expectation by Location" in preparation for full implementation the following school year for each area of focus: Be Respectful Be Safe Be Responsible
Data Used to Form this Goal:
Discipline data, attendance data, graduation rate.
Findings from the Analysis of this Data:
Suspensions have significantly been reduced between 2011 and 2014. The number of discipline occurrences are still at unacceptable levels for meeting the school's safe and drug-free goals.
How the School will Evaluate the Progress of this Goal:
Discipline data, attendance data, graduation rate, weekly input from school SRO and security officers, student and staff surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
PBIS development of behavioral expectations, mini-lessons, and provide training to BHS staff.	2014-2015 school year planning and implementation.	Counselors, administration, and PBIS team.	Substitutes for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	3500
			Extra duty time for PBIS security representative.	2000-2999: Classified Personnel Salaries	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Printing of PBIS posters and handouts	February 2015	Administration, PBIS team	Printing costs	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,000
Provide summer Boys Town Training for PBIS team	August 2014	PBIS team	Boys Town Training	None Specified	District Funded	0
Provide CPI training for security officers	March 2015	All Banning High School security officers	CPI training	None Specified	District Funded	0
School-Banning Police Department partnership with on campus SRO	2014-2015	District BHS	SRO salary	None Specified	None Specified	70000
Drug awareness and prevention	2014 - 2015	Principal, Dean of Students, and ASB	Inter-Quest Canine Detection Drug Search	None Specified	None Specified	6000
			Red Ribbon Week	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	1000
Athletic drug prevention	3 times during 2014-2015 school year	Principal and Dean of Students	Addiction Medicine Consultants, Inc.	0000: Unrestricted	School Safety and Violence Prevention Act	6000
Mentoring programs	2014-2015	Administration, Counselors, ASB	Peer Mediation Program	None Specified	None Specified	0
			Link Crew	0000: Unrestricted	Unrestricted	2800
			Safe Ambassadors	0000: Unrestricted	Unrestricted	1000
			Pastors on Premises	None Specified	None Specified	0
Expand counseling services to meet the needs of At Risk students	2014-2015	District and Site Administration	At Risk Counselor	None Specified	District Funded	0
			MFT	None Specified	District Funded	0
			School Psychologist	None Specified	District Funded	0

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: Graduation Rate
LEA GOAL:
The Banning Unified School District and Banning High School are committed to supporting students in meeting graduation requirements. The state and federal goal for graduation rate is 90%. The graduation rates for Banning High School over the past four years are as follows: 2012-2013: 88.3% 2011-2012: 89.4% 2010-2011: 89.1% 2009-2010: 81.9% We will continue to work to increase the graduation rates for our students.
SCHOOL GOAL #5:
All students at Banning High School will graduate prepared for college and/or a career. The graduation rate will increase by 0.25% each year.
Data Used to Form this Goal:
School-wide and subgroup graduation rate data.
Findings from the Analysis of this Data:
Graduation rates from that last four years show that we do not have consistent improvement. Banning High School also has not reached the state and federal goal of 90% during that time period as well.
How the School will Evaluate the Progress of this Goal:
Graduation rate school-wide and for each subgroup.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Students will repeat a core academic class after 1st semester following a failure in order to meet proficiency before moving on to the next level in a course: Integrated Math I, English 12, English 9.	January 2015	Principal, counselors	Adjust master schedule	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students enrolled is summer school credit recovery classes will be instructed using course curriculum guides and must pass benchmarks in order to earn credit.	June 2015	Summer school principal	Require and collect lessons plans indicating Common Core State Standards, benchmark administration dates, planned instruction and instructional strategies.	None Specified	None Specified	
AVID program provides additional support to increase graduation rate and college attendance for specific student enrolled in the AVID program.	2014-2015	AVID coordinator and counselors will maintain student performance data records and college-going rate.	Transportation for college visits	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
Academic tutoring will be offered by all departments with a weekly schedule made available to students and parents. All athletic teams will also offer tutoring. Tutoring will be available before school, at lunch, and after school.	2014-2015	Teachers and athletic coaches.	Teachers allocate time for tutoring students.	0000: Unrestricted	Title I	4000
Provide online credit recovery classes: 1. Purchase APEX licenses to support students in meeting A-G requirements (retake classes with a grade of "D") and credit recovery) through online classes. 2. Provide extra duty certificated staff to organize and provide support for APEX online credit recovery classes.	2014-2015	Administration, Certificated staff to oversee instruction	APEX Licensing Extra duty pay for teacher to oversee APEX program	None Specified 1000-1999: Certificated Personnel Salaries	District Funded LCFF - Base	0 4800
All academic and non-academic teachers will attend Jane Schaffer Writing training to focus on consistent writing strategies throughout the school.	November 2014 and April 2015	District and Principal	Training and materials	None Specified	Title I	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academy of Business and Technology provides additional support to increase graduation rate and pathways to career and technical education.	2014-2015	Coordinator of Program; Site Advisory Committee, Site Administration	Site Advisory Committee Meetings	None Specified	None Specified	0
			Transportation for Field Events	5000-5999: Services And Other Operating Expenditures	California Partnership Academies	5000
			Mentor Program	5000-5999: Services And Other Operating Expenditures	California Partnership Academies	2000
Host a career and college fair to provide students with viable options post high school graduation	March 2015	At Risk Counselor; Counselors; Site administration	Set up and hospitality	None Specified	Donations	500
Display a college wall and student college acceptance banners on campus on in the City of Banning to promote career and college awareness and increase the graduation participation rate	2014-2015	AVID Coordinator; ASB Director; Site administration	College Wall in the 5000 Building	None Specified	Donations	200
			College Acceptance Banners	5900: Communications	District Funded	5000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	California Partnership Academies	7,000.00
0001-0999: Unrestricted: Locally Defined	District Funded	15,000.00
1000-1999: Certificated Personnel Salaries	District Funded	70,000.00
5900: Communications	District Funded	6,000.00
None Specified	District Funded	15,000.00
None Specified	Donations	700.00
0000: Unrestricted	LCFF - Base	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	11,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
0000: Unrestricted	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	2,000.00
None Specified	None Specified	76,000.00
0000: Unrestricted	School Safety and Violence Prevention Act	6,000.00
4000-4999: Books And Supplies	School Safety and Violence Prevention Act	1,000.00
0000: Unrestricted	Title I	14,000.00
1000-1999: Certificated Personnel Salaries	Title I	1,200.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5900: Communications	Title I	1,000.00
None Specified	Title I	13,000.00
5000-5999: Services And Other Operating	Title III	800.00
0000: Unrestricted	Unrestricted	3,800.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Funding Source	Total Expenditures
California Partnership Academies	7,000.00
District Funded	106,000.00
Donations	700.00
LCFF - Base	12,000.00
LCFF - Supplemental	5,000.00
None Specified	78,000.00
School Safety and Violence Prevention Act	7,000.00
Title I	32,200.00
Title III	800.00
Unrestricted	3,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	24,300.00
0001-0999: Unrestricted: Locally Defined	18,000.00
1000-1999: Certificated Personnel Salaries	84,200.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	9,800.00
5700-5799: Transfers Of Direct Costs	3,000.00
5900: Communications	7,000.00
None Specified	104,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,700.00
Goal 2	71,500.00
Goal 3	17,000.00
Goal 4	93,800.00
Goal 5	31,500.00
Goal 6	2,000.00

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
Douglas Newton/Matt Valdivia	X				
Maria Munoz (year 1)			X		
Joseph Triolo (year 1)		X			
Shane Hilde (year 1)		X			
Brittney Goodwin (year 2)		X			
Joanna Barnheiser (year 2)		X			
Marina Vidal (Year 1)				X	
Rosalinda Flores (year 1)				X	
Brandon Darasouk (Senior)					X
Dea'Jiane' McNair (Junior)					X
Vanessa Bustillos (Sophomore)					X
Numbers of members of each category:	**1**	**4**	**1**	**2**	**3**

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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
X	Departmental Advisory Committee (secondary)	_____
		Signature
	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:

Matt Valdivia
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Dea'Jiane' McNair
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date