

The Single Plan for Student Achievement

School: Pleasant Valley High School
CDS Code: 04-61424-0437558
District: Chico Unified School District
Principal: John Shepherd
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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

Pleasant Valley High School's Vision and Mission Statements

The mission of Pleasant Valley High School is to ensure student success via a 9-12 sequence of Teaching, Learning, Assessment, and Support.

The vision of PV is driven by the following questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know they have learned it?
- 3) How will we respond when they don't learn it?
- 4) How will we respond when they do?
- 5) How will we ensure that every student is connected to the PV community?

In collaborative teams we are addressing these questions on an ongoing basis with high expectations for student learning and continual improvement.

School Profile

Pleasant Valley High School is a four-year comprehensive high school. PV is fully accredited through 2015 by the Western Association of Schools and Colleges. Students come from a variety of ethnic and cultural backgrounds.

School personnel, students and parents continue to study ways to improve the school program. Our mission is to serve all students in ways that meet their academic, career, personal and social needs. A core academic program is required of all students and a wide variety of elective courses in the areas of visual and performing arts, career technical arts, industrial technology and physical education. Career programs and a comprehensive special education program are also offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PV is recognized locally and state wide as a strong academic school. In 2007, PV was recognized as a California Distinguished School. We are one of only a few schools in California with an International Baccalaureate program for students who want the most rigorous academic course of study. In addition, we offer integrated courses in Business, English, and World History along with AVID and Carl Perkins funded school-to-career pathways. We also have a California Partnership Academy, ACE-LIFE. We have tech-prep classes, 2 + 2 college-articulated programs, and many Advanced Placement courses that can be taken for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school.

We believe that each student must acquire a core education of basic skills while in high school. Even so, we expect all students to achieve the high standards we have set for them.

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).

PVHS Community Findings through the use of parent and student focus groups.

The PVHS Parent Home Group data analysis resulted in the following findings:

School Strengths

- High standards and expectations
- Teacher competence
- Teacher's support of students
- Teachers and administration respected by parents
- Students and parents seem to know what is expected of them
- The school is fair
- Parents feel students are safe

School Challenges

- School not availing itself of parent volunteers/structure to provide support
- Parent Portal detracting from direct dialog with teachers
- Non-college students not as supported as college and university bound students
- Parents help support the school at home
- Teachers helping support the parents at home.
- Better communication with all the subgroups.

One of the results of the analytical process was a determination by the PVHS Parent Group to create a freshman parent orientation night to assist parents in providing support for their student(s). The inaugural Frosh Parent Orientation Night, held before the school year started, was attended by over 400 parents interested in acquiring information ranging from attendance reporting procedures to a mini-lesson on how to use Cornell notes. The encouraging aspect of this event is how the PVHS Parent Home Group determined a need and developed a resource to address the need.

The PVHS Student Home group data analysis resulted in the following findings:

Strengths:

- Students feel safe at school
- Doing well in school makes students feel good about themselves
- Teachers expect/want students to do their best

Challenges:

- Students who become academically off track don't feel any responsibility for their learning.
- Some students feel that what they learn is not relevant to real life.
- Some students don't feel the staff knows them well.

As a result of the PVHS Student Home group findings, a Student Representative Council process was formed to continue to provide on-going input to the PVHS community to inform decision-making.

Student, parent, and staff groups are surveyed annually. These surveys have provided an opportunity to sharpen the focus on the mission and vision emphasized both in the classrooms and within the collaborative teams.

Classroom Observations

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

By focusing on a rigorous, relevant and guaranteed curriculum, teacher teams have revealed the following needs: - further development of common formative and summative assessments - utilizing Keeping Learning on Track strategies - a systematic and systemic intervention program - continued development/implementation of differentiated instruction to include literacy strategies.***These needs have begun to be addressed in teacher-created workshops offered throughout the year and within the collaborative groups.

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)

Pleasant Valley has a broader foundation of teacher driven common assessments and embedded collaboration time for course alike groups. These site based assessments are aligned to state standards. We still have progress to make across disciplines and across units, and there is a much stronger focus on using results to modify instruction.

The CST's are also being used by teachers to identify specific standards in need of improvement and to align courses both across the discipline and with grade levels that precede and follow. The data from the CST's is made available to individual teachers and to the staff as a whole. In the future, SBAC results will also be used to guide instructional strategy.

The goal is to build a foundation of common assessments across the disciplines and to support course alike collaborative teams in their analysis of results to improve instruction and learning.

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

More specifically, common assessments have been created in the following areas:

Algebra A and B
Geometry
11th grade English Early Assessment Placement essay.
U.S. History
World History
Foreign Language - Spanish, French and Japanese
Biology
Chemistry

The immediate focus in collaboration is to continue to develop a base of these common assessments, so there is a foundation for getting performance results and identifying successes and challenges.

Staffing and Professional Development

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

The school employs 103 teachers in the 2013-2014 school year. The number of teachers at Pleasant Valley High School has ranged from 88 to 105 over the previous five years. The number of teachers employed has decreased in conjunction with the decline in student enrollment. Additionally, after the 2002-03 school year, Pleasant Valley High School no longer maintained the 20-1 student-teacher ratio in ninth and tenth grade math and English courses due to budget cuts. All Pleasant Valley High School teachers are fully credentialed. In 2013, teachers had an average of 18.2 years of experience.

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

All Pleasant Valley High School teachers are fully credentialed. Teachers have an average of 18.2 years of experience. Teachers have had access to AB466 training which several teachers from Math and Language Arts have attended.

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

Staff development emphasizes productive collaboration with a focus on student learning. In the interest of creating a Professional Learning Community, PV has focused on best practice in instruction in formative assessment and literacy. Most recently our assessment and literacy coordinators are providing site based workshops in this instruction. Teachers learn specific instructional techniques related to assessment and literacy, plan for implementation and report back results in follow-up meetings.

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

This is reflected in our participation in the Beginning Teacher Support and Assessment program (BTSA). PV also utilizes the Peer Assistance and Review (PAR) process for support when necessary. The four PV administrators have taken on the responsibility of supporting a number of collaborative teams and provide guidance when necessary and appropriate.

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

Since the 2006-2007 school year, teachers have adopted contractual waivers to allow for collaboration, in course-alike groups, to be embedded once a week within the school day. This requires an 85% majority vote by the Chico Unified Teacher's Union. Collaborative groups are focusing on essential standards, creating student friendly learning targets, developing aligned common assessments and then analyzing the performance of students to adjust instruction. Groups are in different stages of development with the hope that we will have a solid foundation of common assessments across disciplines by the end of the 2013/2014 school year.

Teaching and Learning

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

Collaborative teams and departments are consulting the state blue prints from the CST tests and reviewing and revising the essential standards to align them with the curriculum and instruction of their courses. Groups recognize the importance of the continual improvement cycle and the need to address alignment on an ongoing basis.

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

Our bell schedule is based on the state requirements for instructional minutes. Time is used for standards based instruction. The bell schedule is currently being reviewed. Advisory, enrichment, and intervention time is being considered in the decision.

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

Pacing guides have been developed in all the core areas. As the essential standards are revisited, the pacing guides are adjusted accordingly.

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

Standards based materials are available to students in core areas as well as in the electives that have articulated standards.

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)

PV is using State Board of Education (SBE)-adopted materials in Language Arts and Math. PV is also using the Read 180 curriculum for students in need of intervention in the Language Arts. PV has adopted the SBE-adopted Edge series of textbooks for ELD students.

Opportunity and Equal Educational Access

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

Teachers provide differentiated instruction in their classrooms to help students to meet standards. This does not occur in a systemic way, and PV is planning on developing a pyramid of interventions to provide more time and support to students when they are struggling. In 2008, PV implemented the Learning Center which provides intervention for freshmen who are struggling in Math and Language Arts. This program has been supported by the use of peer-mentors, CSU, Chico CAVE interns, and site staff interested in supporting students on their own time.

14. Research-based educational practices to raise student achievement

The research-based educational practices include:1) Keeping Learning on Track.2) Literacy strategies with Kate Kinsella and Julie Adams3) Differentiated instruction.4) Utilizing Specially Designed Academic Instruction in English (SDAIE) instructional strategies.

Parental Involvement

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

Freshmen Parent Orientation Night in August.AVID program.Viking 100 Mentoring ProgramACE LIFE Heroes program.1802 Counselor support.At risk counselor.Career center support tech.Parent Portal.School Messenger School to Community Communication System

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)

The PVHS Parent Home Group data analysis resulted in the following findings: School Strengths• High standards and expectations• Teacher competence• Teacher’s support of students• Teachers and administration respected by parents• Students and parents seem to know what is expected of them• The school is fair• Parents feel students are safe. School Challenges• School not availing itself of parent volunteers/structure to provide support• Parent Portal detracting from direct dialog with teachers• Non-college students not as supported as college and university bound students• Parents help support the school at home• Teachers helping support the parents at home. • Better communication with all the subgroups. One of the results of the analytical process was a determination by the PVHS Parent Group to create a freshman parent orientation night to assist parents in providing support for their student(s). The annual Frosh Parent Orientation Night, held before the school year starts, is now attended by over 400 parents interested in acquiring information ranging from attendance reporting procedures to a mini-lesson on how to use Cornell notes. The encouraging aspect of this event is how the PVHS Parent Home Group determined a need and developed a resource to address the need.

Funding

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

The Smaller Learning Communities grant has provided support for Professional Development for staff to adopt best practice in instruction that will allow all students to meet standards. Site Council approved SBCP funds.

18. Fiscal support (EPC)

See #21 above.

Description of Barriers and Related School Goals

The following issues must be addressed and fostered on an on-going basis to ensure improved student-learning:

- a fully developed and implemented school-wide, district-wide, and county-supported attendance policy
- School-wide emphasis on best practice (ex. differentiated instruction, formative assessment and literacy)
- Structured collaboration time
- Grade-level articulation
- Extra time and support to provide intervention for students at-risk

We have focused, in the past several years, on best instructional practice, through the use of structured collaboration to improve student learning. There is still much room to grow in these areas.

We have made large strides in the district-wide implementation of an attendance policy and grade level articulation. A major change in our tardy enforcement policy has resulted in a 74% reduction in unexcused student tardy totals.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,354	1,342		975	954		27	24		88	87	
Growth API	825	821		836	836		767	779		857	850	
Base API	836	830		850	839		713	771		849	857	
Target	A	A		A	A							
Growth	-11	-9		-14	-3							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	216	234		117	120		452	515		130	136	
Growth API	771	747		730	678		767	757		575	595	
Base API	777	779		739	738		774	775		589	589	
Target	5	5		5	5		5	5		11	11	
Growth	-6	-32		-9	-60		-7	-18		-14	6	
Met Target	No	No		No	No		No	No		No	No	

Conclusions based on this data:

1.

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	96	97	96	98	100	92	86	97	100	90
Number At or Above Proficient	288	264	285	229	202	223	--	--	--	14	18	17
Percent At or Above Proficient	63.4	63.0	64.6	69.2	67.8	71.7	--	--	--	50.0	60.0	65.4
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	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	99	96	93	100	96	73	96	93	91	75	78	73
Number At or Above Proficient	34	28	33	10	6	2	64	73	92	8	9	12
Percent At or Above Proficient	43.6	42.4	41.8	25.0	15.0	9.5	43.8	51.0	49.5	23.5	27.3	27.3
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	No	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1.

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	99	97	99	99	97	99	100	92	100	100	100	100
Number At or Above Proficient	305	307	300	235	228	232	--		--	22	25	18
Percent At or Above Proficient	66.4	72.1	66.1	70.4	75.5	73.4	--	--	--	75.9	83.3	62.1
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	Yes	No	No	Yes	No	--	--	--	--	--	--

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	100	97	100	100	94	99	97	97	94	89	94
Number At or Above Proficient	36	36	38	12	14	4	73	86	104	7	10	14
Percent At or Above Proficient	45.6	52.2	45.8	30.0	33.3	14.8	49.0	57.3	52.5	17.5	26.3	24.6
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	No	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1.

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	1	4	12	46	11	42	2	8			26
10	1	5	6	29	9	43	5	24			21
11	3	21	8	57	3	21					14
12			3	43	1	14	2	29	1	14	7
Total	5	7	29	43	24	35	9	13	1	1	68

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	4	12	44	12	44	2	7			27
10	3	13	6	25	9	38	6	25			24
11	3	17	10	56	4	22	1	6			18
12	7	35	3	15	2	10	7	35	1	5	20
Total	14	16	31	35	27	30	16	18	1	1	89

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		63	68
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		63	68
Number Met		32	37
Percent Met		50.8%	54.4%
NCLB Target	56.0	57.5	59.0
Met Target		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			14	65	8	69
Number Met			--	29	--	28
Percent Met			--	44.6%	--	40.6%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			*	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1,054	1,059	968
Percent with Prior Year Data	99.8	99.8	99.2
Number in Cohort	1,052	1,057	960
Number Met	638	633	545
Percent Met	60.6	59.9	56.8
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	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	744	542	720	532	713	449
Number Met	127	241	137	267	153	228
Percent Met	17.1	44.5	19.0	50.2	21.5	50.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	No	No	Yes	No	Yes

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	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

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:
LEA GOAL:
SCHOOL GOAL #1:
Through a standards based rigorous and relevant curriculum, the proficiency levels of all students will rise by at least one performance band per year in all areas until proficiency is attained or sustained.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Progress will be evaluated by collaborative teams, the leadership team, the Strategic Intervention Team, and the Instructional Council through on-going and timely analysis of perceptual and achievement data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Embed systematic collaborative process in grade and/or course alike teams to research and implement best practices in instruction.	Aug. - June	Shepherd	On -going funding through General Fund	0000: Unrestricted	Common Core	10,000.00
Departments will develop learning targets and common assessments aligned with essential standards in course alike teams.	Aug. - June	Shepherd	On-going General Fund	0001-0999: Unrestricted: Locally Defined	None Specified	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase teacher knowledge and use of research based instructional strategies designed to increase student learning.	Aug. - June	Shepherd	Title II Funds	7000-7439: Other Outgo	None Specified	10,000.00
Increase teacher and administrator knowledge about best practice in instruction related to English Language Learners and Students with Disabilities.	Aug. - June	Jaime/Shepherd	Title II and General Funds	7000-7439: Other Outgo	None Specified	5,000.00
Purchase and/or further implementation of the Read 180 Literacy Intervention program	Aug. - June	Gulbrandsen	EIA/LCFF	7000-7439: Other Outgo	Economic Impact Aid/Limited English Proficient (EIA-LEP)	5,000.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Staff will utilize formative and summative assessment data to accurately gauge levels of student learning.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Staff survey data regarding assessment strategies utilized in the classroom, classroom observations, disaggregated formative and summative assessment results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Departments will continue to develop and utilize common assessments.	Aug. - June	Shepherd	Funding included in Goal #1	None Specified	None Specified	
Teacher driven collaborative time will be dedicated to disaggregate and analyze assessment data.	Aug. - June	Shepherd	No funding needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide professional development in data analysis strategies.	Aug. - June	Shepherd	Funding included in Goal #1			

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:
LEA GOAL:
SCHOOL GOAL #3:
Create and implement a school-wide, timely, and targeted system of interventions and enrichment opportunities.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analyzing feedback from focus groups , interpreting data from parent, student, and teacher surveys, facilitating community outreach workshops

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop system of identifying students not meeting state, district, and site achievement standards.	Aug. - June	Shepherd	No funding needed.			
Review, discuss, and revise district and site level attendance policies.	Aug. - June	Shepherd	No funding needed.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide mandatory additional instruction embedded within the school day for students performing below proficiency.	Aug. - June	Shepherd	No funding needed.			
Create a timely re-evaluation process.	Aug. - June	Shepherd	No funding needed.			
	\$20,000.00					

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
All students will have access to a safe learning environment.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Year end review of disaggregated enrollment, retention,suspension/expulsion rates, online work order tracking system review, review of disciplinary referrals from Aeries, our Student Information System (SIS).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review, discuss, and revise discipline matrix.	Aug. - June	Shepherd	No funding needed.			
Review, discuss, and revise facilities use plan - should include all stakeholder input.	Aug. - June	Shepherd/Jackson	No funding needed.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve time and support allocation for facility and grounds maintenance.	Aug. - June	Shepherd	Upkeep and repair	7000-7439: Other Outgo	Donations	5,000.00
Purchase and/or upgrade security systems and equipment.	Aug. - June	Shepherd	Surveillance Cameras	7000-7439: Other Outgo	Donations	5,000.00
Purchase of signage to direct pedestrian traffic.	Aug. - June	Shepherd	Donations	7000-7439: Other Outgo	Donations	2,000.00

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:
LEA GOAL:
SCHOOL GOAL #5:
Create timely and comprehensive monitoring systems to ensure high levels of student learning.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Faculty meeting minutes (rolling and whole group), Instructional Council, School site Council, and Department meeting minutes, annual review and revision of timeline, perceptual survey to stakeholders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish guiding coalition to monitor site progress.	Aug. - June	Shepherd/Holen/Gr egoire	No funding needed.			
Establish annual timeline for collection and distribution of aggregated and disaggregated data.	Aug. - June	Shepherd/Holen	No funding needed.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve and/or develop avenues of communication to all stakeholders.	Aug. - June	Shepherd	No funding needed.			
Further educate stakeholders regarding the use of Parent Portal and Student Portal.	Aug. - June	Shepherd	No funding needed.			
Continue to utilize school-wide communication tool (Shop Talk) specifically summarizing campus events.	Aug. - June	Shepherd	No funding needed.			
Increase post-graduation pathway monitoring.	Aug. - June					
Establish contractual agreement with ABEO. The contract will further implement tools, protocols, processes and resources to support current collaborative culture. Also, it will establish data-gathering protocol, both summative and formative, to strengthen relationships between assessment and best practice.	Aug. - June	Shepherd	Develop Instructional Strategy dev.	0000: Unrestricted	Economic Impact Aid	7,000.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Common Core	10,000.00
Donations	12,000.00
Economic Impact Aid	7,000.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	5,000.00
None Specified	25,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	17,000.00
0001-0999: Unrestricted: Locally Defined	10,000.00
7000-7439: Other Outgo	32,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Common Core	10,000.00
0000: Unrestricted	Economic Impact Aid	7,000.00
0001-0999: Unrestricted: Locally Defined	None Specified	10,000.00
7000-7439: Other Outgo	Donations	12,000.00
7000-7439: Other Outgo	Economic Impact Aid/Limited English	5,000.00
7000-7439: Other Outgo	None Specified	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,000.00
Goal 4	12,000.00
Goal 5	7,000.00

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
Lee-Anne Calhoon	[]	[X]	[]	[]	[]
Patti Flint	[]	[]	[]	[X]	[]
Christina Fisher	[]	[X]	[]	[]	[]
Michelle Martin	[]	[X]	[]	[]	[]
Jimmy Jarjour	[]	[]	[]	[]	[X]
Rebecca Geiser	[]	[]	[]	[X]	[]
Michelle McGivern	[]	[]	[]	[X]	[]
Adam Helton	[]	[]	[]	[X]	[]
Laura Jorgensen	[]	[]	[X]	[]	[]
Ben Swanson	[]	[]	[]	[]	[X]
Charlotte Mallory	[]	[]	[X]	[]	[]
John Shepherd	[X]	[]	[]	[]	[]
Numbers of members of each category:	1	4	1	4	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)**:

- | | |
|--|--|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0.5px solid black;"/> 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 Feb. 24, 2014.

Attested:

John Shepherd		
Typed Name of School Principal	Signature of School Principal	Date

Ben Swanson/Jimmy Jarjour		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date