

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley High School	15634121531656	10-7-19	November 2019 tentative

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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).

A student, parent and teacher survey was conducted in the fall of 2019 for the purposes of collecting data for LCAP and WASC. The results for the Parent survey (conducted on 9-12-19) were very positive as every question was answered positively within the range of 96%-100%. Parents feel the school is safe, clean, implementing standards, communicating with them and involving them in the decision making process, providing a high quality education and effectively addressing attendance, dropout, and graduation. The student survey was conducted Sept. 18th. Students overwhelmingly agreed (100%) that the school instructional materials are aligned to standards and that teachers are appropriately assigned.. 93% of students felt safe and 97% agree the school is providing alternatives to suspensions. Students felt that VHS is preparing them for college and a career- 93.5%. Lastly, 93% of students felt the school involves their parents in decisions and is effectively addressing attendance, dropout, and graduation.

Classroom Observations

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

At Valley High School, classroom observations are conducted randomly throughout the year by the Principal as part of the teacher evaluation process. The ultimate goal of observations are to provide effective feedback to the teachers and improve teacher performance. Probationary and provisional teachers are formally evaluated twice a year while permanent teachers are evaluated at least twice every other year. Evaluations of Instruction are based in part on the effective implementation of the established curriculum and the integration of SLO's (Student Learner Outcomes). The evaluation process is based on the observations made of a teacher's best practice. In order to see a lesson from beginning to end, administration first conducts a full period observation. Additionally, the Principal and/or Assistant Principal will conduct informal observations; however, they are not for the entire period. The evaluator has a set of criteria or a rubric that they use to evaluate the teacher's methodologies. Based on their findings, they provide constructive feedback and an overall score of the teacher's performance. Overall, at Valley High School, teacher observations serve as a way of providing teacher accountability and improved performance.

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

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

Administration encourages and stresses the use of research based assessment strategies. These strategies include performance task, summative, formative, and diagnostic assessments. To ensure the use of a variety of assessment tools, the site administration conducts periodic observations of classroom instruction. In order to gather immediate feedback, VHS teachers conduct informal assessments by monitoring student progress and checking for understanding. Checking for understanding includes, but is not limited to, hand signals, quick-writes at the end of class, asking questions throughout the lesson, warm-ups, cognitive engagement strategies, closure activities, and students' summary of teacher explanations. Results are used to re-teach when appropriate.

Site and district administration have identified key areas of needed improvement. One of the key areas is that even though VHS showed an increase in ELA proficiency, overall, VHS has consistently scored below average on both ELA and MATH. After reflecting upon these results, the school leadership determined that staff development should focus on specific strategies such as EDI (Explicit Direct Instruction), Differentiated Instruction, SDAIE (Specially Designed Academic Instruction in English) strategies, and data analysis. In addition to the focus on specific methodologies, the school instructional leaders integrated reading and writing PD for teachers to implement for struggling students.

Class grades, State standardized tests results, and the ELPAC results are used to monitor and re-designate ELLs. Teachers also utilize class grades to recommend students for more challenging courses. At the same time, the counselor utilizes state and school tests results as a guide for placing students in appropriate academic programs.

The teachers and administration determined areas of need and worked collaboratively to meet State, District, and school goals. At VHS, teachers use CAASPP (California Assessment of Student Performance & Progress), ELPAC, Benchmarks, and GAP results to evaluate student learning. Teachers use these findings to target areas of growth and set goals for the students who have demonstrated difficulty in mastering the standards. Additionally, teachers modify their pedagogic strategies, in adherence with the SLOs, in order to improve student performance on these assessments.

Valley High School uses data in all of the departments to drive the curriculum. We assess our students regularly, tracking their learning progress throughout the cycles. Teachers in the Mathematics, English, Science, Health, and Social Studies departments utilize multiple assessment tools. These include, but are not limited to, standardized exams, teacher-developed tests, teacher developed quizzes, chapter and unit tests, mid-chapter tests, benchmarks, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, homework and class participation.

Currently, all core departments are analyzing student progress using the Illuminate software. New for this year will be the addition of Aeries Analytics, another way teachers can monitor student progress and utilize real-time performance data to make decisions about instruction, curriculum, and assessments. The results are also used to target specific areas. Once these areas are identified, teachers use this data to focus on re-teaching classroom instruction.

In alignment with the CCSS (Common Core State Standards), DJUHSD will incorporate the Twenty-First Century Standards and the 4C's (Critical Thinking and Problem Solving, Communication, Collaboration, and Creativity and Innovation) as part of the critical systems necessary to ensure 21st century readiness for every student. Our district is continuing to implement late starts on alternating Wednesdays so our teachers can prepare for the Common Core transition. Our teachers will meet with district cohorts to prepare for the new standards. One of our goals this year is to continue to work together with core departments within the district to refine the scope and sequence as well as share instructional strategies to address the Common Core Standards.

Through the hard work and dedication of the Valley High School staff and students, we obtained an average score for performance on the CAASPP. This placed Valley High School in the middle of all the continuation schools in Kern and Tulare counties for score performance. With the new Common Core standards and the CAASPP system, the staff and students of VHS have been working hard and preparing for the next round of assessments in April. VHS will continue to work to improve on the various state assessments understanding that many factors work together each year that contribute to success.

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

The school's program is driven by a variety of assessments and the SLOs by which we determine student achievement. The assessments are formal as well as informal. Comparisons are made periodically so as to assess our growth and areas of need. Lessons have been standardized and various assessment strategies developed aiming to reinforce standards-based instruction in all content areas.

CAASPP: During the 2019-2020 school year, the entire academic staff will continue to meet to review the new Common Core standards. Departments will meet one or more times per month to refine curriculum based on state and site assessment results. The results are reviewed and the curriculum is adjusted to place emphasis on areas in which students show a need to improve targeted classroom goals. Teachers collaborate informally on an as-needed basis and in cohorts to discuss strategies for best classroom practices to target areas of concern.

ELPAC: ELPAC data was analyzed in January. Based on the analysis of this data it has been determined that two key areas are in need of improvement, namely listening and speaking. In order to improve student achievement in listening and speaking students are encouraged to answer in complete sentences, teachers are integrating and emphasizing academic vocabulary, and students

are using the English language, through active participation, at least fifty percent of the time. Additionally, ELLs take the ELPAC test annually and according to their test score, core class grades, and CAASPP scores, students are re-designated Fluent English Proficient (FEP), and monitored for progress.

KTEA II and WISC IV: Kaufman Test of Educational Achievement (KTEA) II is used to evaluate students receiving special education services during their triennial IEP evaluation. The test is used to monitor student academic progress and growth with respect to their specific learning disability. Wechsler Intelligence Scale for Children Fourth Edition (WISC IV) measures the intelligence quotient of individual students. Modifications and accommodations to the curriculum and assessments are applied to the needs of each student as indicated by the findings of the KTEA, WISC and other standardized assessments.

GAPS: In all core classes, VHS teachers monitor their students' academic proficiency and modify instructional strategies based on the results of the assessments. The GAPS are summative assessments that are given during each grading cycle of each academic school year and focus on specific Common Core Standards. These assessments are designed by each department to ensure that the state's standards are mastered in each class.

Once the need arises, we will assist teachers so that they may modify their lesson(s) using Illuminate, Aeries Analytics, AR and Accelerated Math. The Illuminate assessment system simplifies every step of the testing process. The use of these programs will allow teachers to modify their lesson(s) in order to generate tests that target specific learning objectives. Lesson(s) will be modified to create tests from a test item bank or create custom questions for other content covered.

Illuminate Software: All core departments analyze student progress using this software and the results are used to target specific areas of growth. Teachers use this information to focus on re-teaching classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers hired at Valley High School are qualified to teach in each of the academic areas.

Core Subject Number of Teachers Credentialed

English/ELD 2 qualified

Mathematics 2 qualified

Science 1 qualified

Social Studies 2 qualified

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

All teachers hired at Valley High School are qualified to teach in each of the academic area. They continue to develop professionally via education classes toward advanced degrees, clear credential classes and the Beginning Teacher Support and Assessment System (BTSA), a program that is administered jointly by the California Department of Education and the California Commission on Teacher Credentialing. Teachers who are in the BTSA program participate in professional

development that is specifically geared to new teacher needs and concerns. There is also a certificated Staff Mentoring Program and Peer Coaching designed to support new teachers. To address new legislation (SB103), teacher mentors have been designated to work with new teachers to build instructional capacity. In addition, funding has been allocated as part of the SSPSA and LCAP for ongoing District-Wide professional development in EDI, Differentiated Instruction, Common Core Curriculum and Instructional Shifts, CPM (College Prep Math), DOK, Cognitive Engagement, RIAP, iLit, and SDAIE instructional strategies.

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

Valley High School is dedicated to a continued emphasis on professional development. Professional development is rooted in assessments of student performance. District-wide, teachers in core academic classes meet in cohort groups to review assessments of their students' progress. The District's Educational Director dialogues with District resource teachers, site learning directors and principals as to the needs of the cohorts. Once a consensus is reached as to the needs of the cohort, the District's Educational Director addresses those needs by different means including release time for teachers to meet during the regular school day.

Both new and returning teachers in the areas of ELD, English, Mathematics, and Science have received District training in strategies and instruction of LEP students through Specially Designed Academic Instruction in English (SDAIE) workshops. There are District-wide informational meetings on current topics such as the ESSA, LCAP, California Dashboard, and the CAASPP to keep teachers abreast of the ever-changing educational system.

District wide staff development has been designed to help teachers align their courses to state content standards and prepare for Common Core State Standards. Staff development is rooted in assessments of student performance. During the 2019-20 school year, the Valley High School faculty, classified staff and administration will participate in workshops and conferences appropriate to their major assignment in order to foster professional improvement and strengthen the academic improvement of students including (Reading and Writing Strategies with Jill Bunch, and cognitive engagement strategies and formative assessment strategies with Solution Tree).

Additionally, the staff meets every other Wednesday morning during PLC time to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to align them to CCSS. This year, the PLC time will also be utilized to continue to modify and create Cycle Benchmarks/GAPS to be able to measure growth for each student per cycle. Also as time permits, staff will use the Wednesday time to help monitor students' progress, particularly in core subject areas of English, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent. Staff development activities are also based on professional needs. As we implement the NGSS and the Common Core State Standards, VHS teachers participate in site and District level cohort meetings and professional development opportunities meant to build professional capacity, calibrate assessments and curriculum, increase DOK level questions on assessments and activities, align curriculum, instruction, and assessments to the NGSS and Common Core State Standards.

Furthermore, staff development inservice days are used to provide for further growth in various teaching strategies, which are an integral part of the Focus on Learning Process. For the 2019-20 school year the needs were assessed in the following areas: reading strategies since most of our students achieve below grade level in these areas; assessment strategies to determine if students are learning; teaching strategies to handle the various cultural and language diversity (SDAIE);

technology training, test taking strategies, and the aligning of the curriculum to state standards.

Over the last several years, through LCAP, Title I, Title II, Title III and EIA LEP, District efforts have been successful in supplementing our instructional programs. The staff meets regularly to review student assessments particularly in English, ELD, Mathematics, Science, Social Studies, and Special Education. As we find more local evidence that particular school programs are effective in improving student achievement, the staff is trained in that program so that it can be implemented more widely. In addition, given our diverse student population, many of our teachers implement SDAIE.

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

There is a collaborative process involved in assisting and supporting teachers in research based instructional practices like Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Literacy (Deep Reading, Text Annotating and Critical Writing), and Carolyn Coyle's Differentiated Instruction, methodologies and consultants the District has invested considerable staff development time and money in. Training focuses on vocabulary building activities and reading strategies for both mathematics and science with additional work on activities that engage the learner and meaningful warm-up activities. For our Career Readiness class and our teacher there, training has been provided with Academic Innovations-Career Choices "Get Focused-Stay Focused". This training on Career Choices curriculum uses writing and critical thinking and research so students are able to complete a 10 year plan that answers: Who am I? What do I want? and How do I get it? The efforts are in collaboration with Bakersfield College for Dual Enrollment purposes as the curriculum and class qualify for entry level Student Development B3 class.

Our staff members continue to develop professionally, via education classes, toward advanced degrees, clear credential classes and, for new and developing teachers when they are added to our staff, the Beginning Teacher Support and Assessment System (BTSA), a program that is administered jointly by the California Department of Education and the California Commission on Teacher Credentialing. Teachers who are in the BTSA program participate in professional development that is specifically geared to new teacher needs and concerns; currently there are no new or relatively new teachers on staff at Valley. In addition, funding has been allocated as part of the LCAP and Single School Plan for ongoing professional development in Explicit Direct Instruction (EDI), Differentiated Instruction (DI), CSU Early Advancement Program (EAP), Data Analysis, Interactive Notebooks, Academic and Vocational Staff Development. The skills garnered from these training sessions allow us to use research based methodology to improve the achievement of academic standards and SLOs.

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

Again, as stated earlier, Delano Joint Union High School District has made it a priority to provide instructional staff with Bi-Weekly Wednesday PLC Late Starts, time set aside for cohort meetings which allow teachers who teach in core and non-core departments to meet and collaborate. The cohorts of grade level or subject areas discuss curricular and instructional issues, GAP assessment evaluation and revision, data analysis, rubric norming, SBAC preparation, CAASSP, CELDT and other local and state assessment results.

Department meetings are held at the school site level to discuss pertinent information and

recommendations. Curriculum groups, most commonly referred to as a cohort, meet by grade level or subject to discuss the scope and sequence of courses and GAP tests. The resource teachers from the comprehensive sites are in direct contact with the course teachers and disseminate any curriculum and test updates. Teachers work collaboratively to identify areas of growth and to ensure the scope and sequence and GAP tests are as effective as possible. All District staff and school site faculty work together to ensure that each student benefits from a standards-based curriculum.

Teaching and Learning

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

Every course taught at VHS has an established, standards based curriculum. For each course, the curriculum consists of the following required components:

- State standards/frameworks
- Course descriptions/standards rubrics
- SLOs (Student Learner Outcomes)
- Board-approved textbooks

The staff at VHS makes a concerted effort to align instruction to the state content academic and common core standards and our school's student learning outcomes. Administrators, teachers, and classified staff work together to ensure that all students' needs are met via a rigorous curriculum designed to ensure success on state and district assessments as well as future success at the college and university level. Valley High School implements articulation meetings at all levels to educate and hold all staff accountable for cross-curriculum English language arts standards throughout every department as well as a concentrated, specific emphasis on the proper design of lesson plans, EDI, and the Bloom's Taxonomy's six levels of critical thinking.

Quality of Instruction and Leadership

Valley High School offers alternative programs for students whose personalities, characteristics, needs and interests do not fit the established norms for which comprehensive high schools are designed. The students are provided with the Board-approved core curriculum, and all textbooks used in the core areas are the same as the textbooks used on the comprehensive sites. Teachers supplement the core curriculum materials to assure that Valley High School students receive a structured program geared toward the development of academic growth.

Each student entering Valley High School receives a registration packet to fill out and an enrollment orientation. During this time, academic assessment takes place in reading, writing and mathematics. Student transcript information is evaluated and students are enrolled into appropriate classes. There are 180 days of instruction during the school year. The students are scheduled for five 47 minute periods, one 53 minute period, and one 48 minute period which offers the students 336 instructional minutes per day. There are 5 sections of Credit Recovery classes during the day and one also offered 8th period for those students who have failed a class and are low on credits. The computer assisted instruction (CAI) curriculum utilized is Edgenuity, a rigorous, A-G, standards aligned program that is state and board approved and used at all comprehensive and alternative school sites for the District.

In lieu of the quarter system, Valley High School utilizes a cycle system. There are five, eighteen-day cycles per semester. This type of system allows the staff to provide students and parents with an academic report five times during the semester. The student can earn from zero to seven or more units of credit in a single cycle as they work to accumulate credit to complete the graduation

requirement. Student needs are met through a variety of teaching modalities such as individualized instruction; computer assisted instruction, and cooperative learning strategies.

In addition to the continuation program, Valley High School students have access to parenting classes through the Parents and Children Together (PACT) Program, Independent Study, K.E.Y.S. program, Opportunity., concurrent enrollment at Delano Adult School and Bakersfield College/Delano Center, CTE classes at the District level. In it's third year of operation at Valley High School, Westec, a nonprofit program through Taft Community College, will be offering a 2-week vocational program for our 12th grade seniors. Students will have the opportunity to earn 9 different certificates in vocational and occupational training.

Valley High School is committed to ensuring that all students are involved in challenging learning experiences to meet the academic standards and the SLOs. California State standards and the SLOs serve as a foundation for our curriculum. Each department has course syllabi which reflect the State standards that will be implemented. Besides this, standards and SLOs are posted on walls, in the form of posters, so that all students are continuously aware of the content area standards. Teachers have areas within their classrooms to display Common Core Standards and the daily agenda. In all core classes, VHS implements assessments referred to as GAPS. These tests are given during each cycle. The GAPS focus on specific California Content and Common Core Standards. These standards are posted throughout each classroom so that teachers can easily focus on the standards to be mastered during the lessons that lead up to the assessment. The GAPS are designed by each department to ensure that the Common Core Standards are mastered in each class. Tests range from multiple choice, to essay writing, and oral presentations. All GAPS results are recorded on Illuminate, a new data analysis program purchased by the district to move students towards on-line testing. This program allows teachers to analyze data and understand where student needs are so teachers can address deficiencies quickly. If a student does not pass a class, whether due to a failing grade or a failing GAP, the student will be required to repeat the class during summer school or the following school year.

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

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

After students are identified through a Home Language Survey and diagnostic tests, their EL status is determined by their CELDT scores. They are then placed in an after school intervention class. The curriculum teaches listening, speaking, reading, and writing skills and develops vocabulary using scaffolding, visual, and hands-on methods of instructions. Our schoolwide focus continues to be to align our SLOs with an effort at having student become College and Career Ready, proficient in the 21st C. skills of Communication (literacy and numeracy), Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation, Citizenship, Character and Community Service. The need to increase academic achievement through writing across the curriculum, academic vocabulary development, and improving writing skills is still a priority within our schoolwide focus. All teachers, across the curriculum, are incorporating critical thinking, reading and writing and vocabulary development to increase literacy and academic achievement.

Regarding English Language Arts, several intervention courses have been added which focus on

students' reading and writing levels. Intervention courses were also developed to better serve our special education student population. These interventions assist special education students with reading and fulfilling the graduation requirements.

Intervention courses at VHS:

Course Number of Sections

Opportunity - 7

Edgenuity Credit Recovery - 6

Strategic Academic Support - 2

Life Skills - 1

Consumer Math - 1

Algebra - 2

Intervention (SBAC) -1

Career Readiness/ Writing - 1

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

Valley High School has sufficient textbooks and materials for all our students. Our district provided Valley High School with enough textbooks for each student in the areas of English, Reading, Mathematics, Science, and Social Studies. All textbooks are correlated to the California State Content Standards in the core academic areas. New textbooks will be adopted when publishers create textbooks which are aligned to the Common Core Standards.

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

Every course taught at VHS has an established, standards based curriculum. For each course, the curriculum consists of the following required components:

- State standards/frameworks
- Course descriptions/standards rubrics
- Student Learner Outcomes (SLOs)
- Board-approved, SBE adopted textbooks

Teachers are expected to align their instruction using the established standards-based curriculum. The principal is responsible for providing each department member with the required curriculum materials. All textbooks are aligned to the Common Core Standards; the curriculum used for Computer Assisted Instruction for credit recovery and independent study is also board approved and state standards aligned (Edgenuity). Evaluation of instruction is based in part on the effective implementation of the established curriculum and the integration of the SLOs. The District's efforts have been to align core curriculum and assessment of state standards. Teachers in all core subject areas have worked to develop course outlines and to refine course scope and sequence so that each course is aligned to state content standards. The scope and sequence for all courses in the academic core – English, Mathematics, Science, and Social Studies – are directly aligned to the Common Core Standards (all teachers of a particular course use the same standards-based scope and sequence). All courses in the academic core have established the GAPS to serve as course-level exams. The GAPS are valid assessments of mastery of the essential standards for each core class. All teachers of a particular course use the same standards-based GAPS.

All students at VHS have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to the Common Core Standards. Textbooks and supplementary materials have been adopted for each academic core area and are aligned to Common Core Standards. Supplementary materials such as software and instructional materials are aligned to Common Core

Standards.

The majority of VHS's Special Education students are in the Resource Specialist Program (RSP) and participate in the regular curriculum 60% to 80% of the time. Academic Support offered by the RSP teacher is closely geared to mirroring efforts by core teachers and their curriculum that is aligned to Mathematics and Language Arts standards. Depending on the needs specified in the Individual Education Plans of our Special Education students, coursework may be modified to achieve the standards. By implementing of the Push-IN (Co-teaching) model, the RSP Teacher closely collaborates with core subject teachers so that special education students' academic needs are met.

Opportunity and Equal Educational Access

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

All students at VHS have access to the academic core and all regular programs offered at Valley High School. The following services/programs are provided to enable identified students to meet academic standards:

Career Readiness (STDV): This Focus Transition/ Career Writing/Readiness - Career Choices class consists of designed curriculum aligned to Bakersfield College's STDV B3 class- and as such qualifies students to receive college credit through dual enrollment - meant to focus students on a career of interest by assisting them to answer the questions, "Who Am I? What do I want? How do I Get there?". The curriculum utilizes reading, writing, inquiry and research, as well as college and career field trips to expand students experience and exposure. Again, it is articulated with Bakersfield College Student Development class and so students completing the course qualify for dual enrollment college credits. The goal of the class is to have students get focused and stay focused for the next 10 years on achieving important, life-changing goals; the ultimate objective – To graduate College and Career Ready as per the new Common Core State Standards and Career Technical Education Standards and acquire the knowledge and skills to become competitive for high demand/ high-wage careers. The College Readiness Class (STDV) is designed to provide students with the exposure, knowledge, experiences and opportunities to acquire the skills necessary to explore and choose a career, take advantage of career pathways offered, create a 10-year plan, develop college and employment readiness, earn dual enrollment college credit, and eventually become competitive for 21st century, high-wage careers.

Edgenuity Credit Recovery: Previously known as the Achieve Academy established in 2014 for the purpose of helping students recover credits at a higher rate than the normal school site, currently students are enrolled as regular Valley High School students but with 2 or more assigned sections of Credit Recovery classes. The ideal schedule is to have students assigned a PE, Math, SBAC Math, English, SBAC English and two credit recovery classes. These students are not your typical VHS student. They have less discipline and attendance issues but many of them are behind in credits for various reasons. The small and more focused environment, offers these students an ideal setting to achieve their goals of transferring back to their comprehensive site. The program will continue to be monitored throughout the year and adjustments will be made to help each student be successful.

Opportunity Program Description:

1. The objective of the Opportunity Education classes is to provide educational opportunities for students who have exhibited poor attendance or improper behavior, etc., and are not meeting with

success in the regular school setting.

2. These classes are only available for student cohort grades 9 and 10 who are under age 16.
3. Students in Opportunity receive instruction in the core academic subjects. The curriculum content is the same as that offered in the regular program but it is delivered to students through a variety of instructional strategies. Some strategies allow students to develop academic skills through an open-entry/open-exit approach that allows them to work on individual assignments at their own rate.
4. Opportunity Class offered at Valley High School is for students involuntarily transferred via the District Transfer Committee for habitual truancy or committing an act enumerated in Education Code 48900. An Opportunity Class includes a daily schedule for an Opportunity student that provides at least 180 minutes of daily instructional time in the Opportunity environment. If the Opportunity Class is beyond capacity, pupils will subsequently be transferred involuntarily to the continuation school (Education 48432.5).
5. Assignments to opportunity program or classes are made only after both the pupil and the pupil's parents (or guardians) have been notified in writing of the intended assignment or involuntary transfer with a view to the improvement of the student and to his restoration as soon as practical to the regular program.
6. Students provided special education services may be assigned to Opportunity programs and classes. Prior to assignment, an individual education plan meeting is held to confirm that Opportunity Education is appropriate placement for the student.
7. These classes are designed to meet the needs of students through the extensive use of individualized instructional material. Positive interpersonal relationships are designed to improve self-concept, attendance, and study skills.

Counseling Services

Valley High School strives to ensure that all students have access to the information they need in order to successfully complete high school. Upon enrollment to Valley High School, all students meet with the counselor to map out a four-year plan of classes that they are required to take for graduation from high school. During this meeting, the counselor assesses the student's current transcript to determine the best plan of attack so the student can make up their deficient credits and put themselves in a position to return back to their home school, or progress towards graduation. A parent signature is required to show that the parents are informed of the student's four-year plan. Students meet again with the counselor their sophomore year to modify the four-year plan if needed. The counselor is always available to students to give advice about how they can attain an appropriate high school experience. Intervention is provided for students who are deficient in credits and at-risk of not meeting the four-year requirement plan. The counseling department implements remediation strategies for students who are not meeting the four-year plan such as: tutorial, summer school, Migrant Pass Program, and Adult School.

Sophomore Counseling

Sophomore Counseling is provided to all students. The counselor sets up appointments with 10th grade students and their parents to discuss the student's academic progress. At this conference, counselors explain educational options after high school, academic progress toward graduation, and

the CAHSEE results. A career goal is also explored.

Intervention Counseling

Intervention counseling is available to students who are deficient in credits and are at risk of not graduating. With the counselor's guidance, the parents and students are involved in choosing from a variety of options that will aid the student in graduating.

Extended Day

The Extended Day Program is offered as a District-wide intervention program. All students are eligible to attend a 45-minute after school program, offered Monday through Thursday. The administration and staff will use motivational strategies to encourage and acknowledge student progress, along with attempting to increase overall academic achievement. We hope to instill an attitude of "pride and accomplishment" as we work to meet our goals.

Special Education

The Special Education Strategic Academic Support and Life Skills classes are conducted with an emphasis on providing students with the least restrictive environment. All RSP students are held to the same academic standards and performance in the core curriculum as allowed by their IEP. By utilizing the PUSH-IN Model, the teacher works collaboratively with the English and Math teachers on curricular, instructional, and assessment issues as they pertain to maximizing student success in the academic setting.

Instructional Materials

In the past, adoptions by the Board of Trustees have provided textbooks and instructional materials aligned to the Common Core Standards in English/Language Arts, Mathematics, Social Science, Science, Health, English Language Development (ELD), Business, Foreign Language and Special Education. In the future, the Board of Trustees will adopt textbooks and instructional materials which are aligned to the Common Core Standards of each subject area.

Base Budgets

The general fund provides base budgets for each department's instructional supplies and equipment, travel, maintenance and repair, and reproduction of materials for each curriculum area at Valley High School. In addition, the school sets aside funds annually for student incentives and awards.

Library

Students also have access to a fully equipped library, with a wide variety of texts and an extensive reference section.

Support Staff

- Full-time District Registered Nurse to ensure that student health concerns do not interfere with academic performance.
- Security personnel: A campus security guard assists the Principal with discipline, attendance, and the safety and security of the campus.
- School psychologist-assists students in coping with mental and emotional challenges that

may hinder their academic performance.

Evidence-based educational practices to raise student achievement

Valley High School is committed to research-based educational practices. They include pedagogy founded on Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), Depth of Knowledge (DOK), Differentiated Instruction, Discreet Language Acquisition - ELD Instruction, Growth Mindset, Gradual Release of Responsibility, Co-Teaching/ PUSH-In, and Literacy/ Deep Reading-Writing instruction as per the Common Core ("shifts in instruction" necessary to accommodate proper delivery of Common Core State Standards).

The research-based actions listed here for improving ELD instruction and student learning derive from the work of a Superintendent's Task Force on English Learner Education Achievement that was convened in fall 2007 to address early signs that progress in ELD for some student cohorts was declining. This task force featured broad leadership participation from all sites, as well as key district leaders, including the Superintendent. Over the next several months, the Task Force engaged in three central activities:

1. Observing English Language Development as a team and then analyzing it for its constituent benefits and shortcomings, together with relevant student data sources (AMAO, CELDT, local assessments);
2. Developing a philosophical framework to guide ELD program design considerations, classroom instructional practices, professional development, and materials acquisition;
3. Designing and implementing a program design for ELD consistent with the district's philosophy.

Before embarking on these issues, several precepts related to organizational change and teacher improvement were discussed, and each guided the work of the Task Force.

Foundational Principles

1. Instructional change to improve English learner achievement must involve all levels of the organization: district, sites, teachers and support staff.

Research Base: Even though the school has attempted to introduce instructional changes that are well-defined, practical and teacher friendly (Huberman, 1983), it is still the case that some teachers have tended to "adapt" the strategies rather than "adopt" the strategies. Prior research has shown that even where strong scientific research exists for an instructional innovation, it appears that professionals in applied settings filter research evidence through the lens of their own theories-in-use, rendering an "adaptation" of the strategy instead of an "adoption" (Dunn, Holzner, & Saltman, 1990). Direct and personalized assistance to implement and to do an instructional strategy or approach can be enhanced through the provision of an on-site person whose sole job is to assist teachers in delivering higher quality instruction. Crandall (1986: 34) notes, "The commitment of teachers increases as they simultaneously see themselves master the practice and perceive that their students are doing better."

2. Financial resources can be a powerful engine to guide and sustain the achievement of our English learners.

Research Base: Several studies note the obvious centrality of financial resources to implementation success. Most notably, Glennan (1998) found that design implementation is vitally affected by resource constraints, and that implementation is weaker or ends with lack of resources.

3. Leadership is the key factor in creating a better future for our English learners.

Research Base: In *Connecting Districts to the Policy Dialogue*, educational researcher Julie Marsh summarized the findings regarding a school district's role in improving teaching and learning (Marsh, 2001). Leadership is crucial to helping schools improve teaching and learning, according to the report, especially the role of the superintendent. A key area for superintendents to be actively involved includes supervising and evaluating staff (p. 12). The studies reviewed showed that proactive districts had superintendents whose actions conveyed district norms. The practice literature on school reform and improvement emphasizes that in order to successfully "install" a new set of practices or a research-based design inside a school, school leaders will have to attend to the tricky problem of altering a school's organizational culture in ways that support new designs and practices (Fullan, 1991). Desimone (2002) suggests that crowded school agendas and competing interests can cause "administrator overload", and suggests narrowing scopes of responsibility to increase focus and efficiency. Schein (1986) notes that organizational members need to hear consistent messages from their leaders about a change effort for it to sink in and become a reality.

4. Commitment to improving English learner achievement can best be achieved through a collaborative and inclusive process that involves a wide range of stakeholders.

Research Base : Comprehensive School Reform (CSR) research has consistently emphasized the need for a broad "design team" to both plan and implement school improvement (Hatch, 2000). Huberman & Miles (1984) caution that school reform can be derailed by not having participation from all levels, including teachers. Desimone (2000) argues that a more inclusive process adds legitimacy to the process, thus enhancing implementation success. Teacher "buy-in" and leadership is frequently noted in the research as a key to successful school reform (Berman & McLaughlin, 1975; Fullan, 1991; Louis & Marks, 1998).

The DJUHSD Philosophical Framework for ELD Instruction

Extensive discussions, observations of classroom instruction, practical experience, data sources and research were synthesized by the Task Force to establish the following core principles related to language teaching and learning.

1. English learners produce their way to higher levels of language competence, therefore, students must produce at least half of the language during every ELD lesson (50/50 rule).
2. Students will use complete sentences at all times.
3. Language teaching is driven by a clear and discrete English language skill objective.
4. English learners must be grouped by homogeneous CELDT levels for ELD instruction.
5. Teachers' skills and certain ELD methods are the critical factors in students' English learning.
6. English is the sole language of ELD instruction.

Research Based Practices in Core Curriculum:

- Explicit Direct Instruction
- SDAIE
- Cornell Notes
- Graphic organizers
- Costa's Level of Questioning/DOK/ Blooms Taxonomy

5. All the factors above contribute to a creating a school culture where students feel comfortable, safe and are ready to learn. The certificated staff and the classified staff work together to create an learning environment for student success. See the Suspension/Expulsion and 4 year Drop Out Rate Charts (Attached) to see how Valley has progressed in these areas.

6. Additionally, the staff at Valley is working towards meeting the following WASC recommendations to improve student achievement. See School Goals for Improving Student Achievement as per WASC (Attached).

Parental Engagement

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

Valley High School is strongly committed to increasing and improving Parent Engagement in line with the 8 State Priorities of the LCFF and WASC recommendations. VHS aims at providing parents with opportunities to contribute to the educational process as well as provide input into decisions affecting student learning.

These opportunities can be grouped into the following categories:

- Family -- Delano students tend to come from families in which the extended family is strong and, thus, students have many adults surrounding them to support them in their education. As we describe later, one of our strategies is to take advantage of this strength by increasing parent involvement in their child's education. We meet with parents to describe the need and the programs and use parental support to increase student participation in our programs.
- School:

In addition to the District and Site Webpage that is more user friendly, parents now have access through AERIES Parent Portal to their student's most current academic standing and progress. Not only can they check on grades but missing assignments and attendance. The District has also encouraged the use of REMIND App so teachers can inform parents of latest assignments via a simple access to SmartPhone app. Furthermore, there is a weekly Principal's Message sent out via Blackboard Connect that is sent via telephone reminding parents of the week's most notable "things to know". Most importantly, VHS is proud of the work and role of the School Site Council in providing parents with oversight of programs and budgetary decisions. The school site council exists to bring together administration, teachers, parents, and students, and using the single school plan, to make decisions regarding the use of categorical funds. With this year's Single School Plan, it is our highest priority to improve all processes relating to the operations of the School Site Council and the design and implementation of the Single School Plan for Student Achievement. This is the process in place that ensures that the "official" priorities for categorical funds are also the "de facto" priorities. Single School Plans and related categorical funding will support the current and ongoing efforts at building

professional capacity at every level, alignment of curriculum, improving instruction, and calibrating assessments to Common Core, Content, and Next Generation Science standards. Also, support will continue toward implementation and ongoing review of scope/sequences and formative assessments (GAPS), as well as student improvement in these formative assessments (local measures), and state measures (California Schools Dashboard), and it will support the special needs of at risk students.

- School Events:

Valley High School provides many opportunities for parents and the community as a whole to participate as part of our Professional Learning Community. Some examples include: Safe Schools Committee meetings, ELAC (English Learner Advisory Committee) and DLAC meetings, WASC Focus Group meetings, Title I meetings, School Site Council (SSC) meetings, Academic Awards Night, Back to School Nights, and ASB club/organization sponsored events. These committees and their meetings and noted events are publicized in the community newspaper (Delano Record), the school newspaper and school website, are announced through a school-wide call via Blackboard Connect Ed., and REMINDER App.

- * School to Career:

Valley High School students have access to a variety of programs that lead to post high school jobs. Twelfth grade students are given the opportunity to take Westec classes - a 2-week program where students can earn 9 different certificates in vocational/occupational training. Also, qualifying students can enroll in North Kern Vocational Training Center classes, which offers auto body repair, welding, auto mechanics, nursing, and computers. To assist with career research, the EUREKA Career Program is used. Career speakers are recruited to speak to students that have a particular job interest, assist with resume writing and other pertinent job preparation skills. Students are also given the opportunity to take the military ASVAB test. Juniors and seniors are given the opportunity to visit several community colleges, trade schools, and military recruiters' stations during the year. Our counselor meets with each graduating student prior to completion to review the My Next Move website to assist our students with transition from high school. This meeting allows the student to evaluate some career options and see what type of training or schooling is needed to meet their career goals.

The newest program implemented two years ago WESTEC, a nonprofit organization, which is designed to equip people with knowledge and training to go out into the workforce. The students are participating in a two week long training provided by WESTEC. They can earn up to 9 certificates in areas such as CPR/first aid, forklift operations, and defensive driving, to name a few. The students are receiving this training at no cost to them and they will be able to inform prospective employers of their certificates when applying for jobs. This is the first of its kind in the district and the hope is it will continue to grow so more students will be able to take part in this great opportunity.

During Back-to-School Night, student orientation, and our Student Awards Night, we make a concerted effort to announce, discuss, and explain our educational program. In addition to these events, the VHS counselor meets annually with each tenth grade student and their parents in an evening counseling session. The counselor will discuss graduation progress, college entrance requirements, elective selection, a four-year plan, and other topics needing clarification and explanation for continued educational success. Additionally, the counselor provides intervention counseling for at-risk students.

- District - The district is an important source of leadership for school-wide reform. The Board

of Trustees has been forward-looking in approving unique pilot programs and providing for a general state of readiness for the program in the first place. The superintendent has taken the lead in securing funding for school reform and in ensuring that school reform monies augment other categorical and general fund monies. The DJUHSD sends out a quarterly newsletter to parents in an effort to keep the parents involved in the District.

- Community – Currently, we are increasing the information in the community about our programs. The community has taken an active role in volunteering for many of our programs as well as conducting fundraisers to assist our academic programs.

A. Breast Cancer Awareness

B. Student Leadership Conference

C. Teen Survival Conference

D. Back-to-School Night

E. Workforce Investment Act (WIA)

F. Student participation in SCICON Leadership Training and Counseling Program

G. Student participation in the Delano Christmas parade.

H. 6th grade cabin counselors at SCICON

- Psychologist – Provides support services for students in need of intervention. Helps students with strategies that allow them to increase learning during instruction. Provides recommendations to teachers on methodology and strategies to implement for a successful learning environment. Conducts social skills training to students to enhance academic success.
- Extracurricular Academic Development - After school ELA (English Language Arts) and Math boot-camps help students stay focused and increase their ability to read, think critically, and compose a variety of linguistic works.

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

Parents: Parent volunteers also participate on committees such as School Site Council, Safe School Committee, and ELAC. Parents occasionally attend, participate and assist in school functions ranging from field trips, extra curricular events, and other programs. Parents have also been instrumental in the writing documents, such as, the Safe School Plan.

Classroom Teachers: Each academic department met to plan and make recommendations for the consolidated application programs. In addition, classroom teachers discussed the level of implementation for consolidated programs. Areas of need were addressed in order to ensure full implementation of the consolidated programs planned.

Other Personnel: Instructional aides work together with the classroom teacher to help create a

positive atmosphere of serious learning. They are responsible, under the leadership of the classroom teacher, for assisting students on an individual or group basis with instructional tasks. They work cooperatively with the classroom teacher in a supportive fashion in dealing with instructional activities and work directly with the students in Mathematics, English, and other subjects. Instructional aides also assist in classroom maintenance and prepare materials for class use. The computer laboratory assistants facilitate students in research and subject growth. We have a full-time District Registered Nurse to ensure that student health concerns do not interfere with academic performance. There is also a campus security and discipline liaison who aide the Principal with discipline, attendance, and the safety and security of the campus. The school psychologist assists students in coping with mental and emotional challenges that may hinder their academic performance. **This was already mentioned in the "Support Staff" section

Students: Students are involved in the development and implementation of the WASC Action Plan, Safe School Plan, and the Single School Plan for Student Achievement.

Funding

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

Staff Development

Teachers are encouraged to develop and grow professionally. As we describe above, extensive resources continue to be used to provide staff with scientific based staff development. Teachers are provided with the opportunity to participate in staff development through methodologies, such as, EDI, Differentiated Instruction, Core Curriculum training, Common Core Standards workshops and Data Analysis workshops. The staff at VHS will sign up for various workshops related to their subject, or in the area of education, and apply what they learn to their classroom instruction. Academic workshops and teacher in-service days will be scheduled to better equip the teachers in instruction and overall educational knowledge.

(Title I and Title II)

Budget: Title I (8455) Amount
PI Prof Dev

Cohort Meetings - Alignment of Instruction to Standards and Student Learning

The staff at VHS makes a concerted effort to align instruction to the state academic standards and our school's student learning outcomes. Administrators, teachers, and classified staff work together to ensure that all students' needs are met via a rigorous curriculum designed to grant success on state and district assessments as well as future success at the college and university level. Valley High School implements articulation meetings at all levels to educate and hold all staff accountable for cross-curriculum English language arts standards throughout every department as well as a concentrated, specific emphasis on the proper design of lesson plans, Costa's levels of questioning, and the Bloom's Taxonomy's six levels of critical thinking. Cohort groups are bi-monthly meetings of groups of English, Math, Science, Social Studies, and Special Education teachers which are aimed at providing support for implementing the standards-based scope/sequences and GAPS for all courses in the academic core. These cohort meetings facilitate consensus building, problem-solving, mentoring, refinements/revisions of materials, and improved instructional practices.

Budget: Title II Amount \$2,000.
Title I Amount \$2000.

Special Education

The Special Education classes are conducted with an emphasis on providing students with the least restrictive environment. All RSP students are held to the same academic standards and performance in the core curriculum as allowed by their IEP. The majority of VHS's Special Education students are in the Resource Specialist Program (RSP) and they participate in the regular curriculum 60% to 80% of the time. Courses offered by the RSP teachers are aligned to Mathematics and Language Arts standards.

Budget: Special Ed Amount \$66,781. (Teacher)
Amount: \$16,046. (Instructional Aide)

Supplementary Instructional Materials

Supplementary instructional materials are provided to assist teachers in modifying curriculum to meet the needs of each student. The use of white boards increases student understanding via EDI. Extra reading material are provided for students who are reading below grade level. Supplementary materials are provided in all core curricular areas of mathematics, English, social studies, and science.

Budget: Title I Amount: \$4438.00 (Supplies)

After School Tutorial/Intervention

Students who want to receive additional assistance in their regular course work are encouraged to attend After School Intervention/Tutorial classes. After-School Intervention/Tutorial supports student achievement in English, Mathematics, Science, and Social Studies. After school intervention is provided for students who need extra help in order to succeed academically. Our intervention courses include SBAC intervention classes for both English and Mathematics, CELDT intervention testing, and intervention classes for standardized test preparation. A late bus is provided for students who require transportation following the tutorial sessions. Incentives will also be offered to students if they meet or exceed goals.

Budget: Title I Amount \$10,000 (After-School Tutorial/Intervention)
Title II Amount \$2,000. (After-School Tutorial/Intervention)

Instructional Aides

Funded from Title I, EIA LEP, and Special Education, aides provide assistance on computers and one-to-one assistance to students enrolled in Reading, and Math Support classes. The aides assist with instructional formats outlined in the district adopted "Language" program for Reading.

Title 1: 29876.

Title 3: 56470.

Parent Training

Parent meetings will be held for 6 consecutive Wednesdays to inform parents of state and local assessments, learning strategies to help their son or daughter be successful in school, access computer programs, and to inform parents of career/technical education and the workforce.

Budget: Title I (8300) Amount: \$1,000.

Technology

Title 1 20,000.

Fiscal support (EPC)

The following is a list of Federal and State Programs that offer fiscal support:

I. Federal Programs

- Title I, Part A, Part C (Migrant)
- Title II, Part A (Subpart 2, Improving Teacher Quality)
- Title II, Part D (Enhancing Education through Technology)
- Title III, English Learners
- Career Technical Education
- IDEA (Special Education)
- WorkAbility I
- Carl D. Perkins Voc. Ed.
- Workforce Investment Act

II. State Programs

- LCAP-LCFF (Local Control Funding Formula)
- State Migrant Education
- School Safety & Violence Prevention Act (AB1113, AB 658)
- Dropout Prevention & Recovery Act: School Based Pupil Motivation & Maintenance Program (SB 65)
- Targeted Improvement (TIG)
- S.B. 68 Dropout Recovery

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Valley High School participates in, appreciates and mirrors the district wide effort to seek input from all stakeholders during the year as part of the annual LCAP updating and approval process. The product of this process includes input from school staff, students, parents via surveys, meetings, and through the School Site Council. These surveys and meetings engage stakeholders directly and include review of school and district data surrounding the 8 priorities and the SPSA goals from the current year. Ultimately, alignment of the SPSA to the District LCAP is presented via a draft copy to the School Site Council comprised of 10 members: 2 parents, 3 students, 3 teachers, a classified staff and the principal. The presentation is extensive in going over and analyzing data and budget proposals meant to provide the necessary resources to accomplish the goals as written in the SPSA. The Council is given the opportunity to provide further input before approving the SPSA in late September or early October. The goal is to finalize the process only after extensive efforts are made to be inclusive of all stakeholders and with final approval by the board of trustees during the October or November board meeting.

For this year's SPSA, the process began last year during Back to School Night where parents were surveyed. Students also provided input via meetings and the California Healthy Kids Survey. Furthermore, the DJUHSD district conducted stakeholder meetings throughout the year with parent

advisories, school and district administrators, teachers, students, and other staff members. DJUHSD also consulted with Delano Joint Union High School District Teachers Association and California School Employees Association in the review and analysis of the LCAP. An LCAP public forum was held in May 2019 for review of the proposed actions and for comment from the public. The input provided by these efforts were consulted in not only drafting and approving the LCAP but also Valley High School's SPSA.

Below is a comprehensive list of meetings with stakeholders during the 2018-2019 school year.

1. Teachers: LCAP stakeholder meeting held on 2-27-19
2. Other Staff: Stakeholder meetings were held on 2-27-19
3. Student Groups: Student stakeholder meeting held no 4-1-2019
4. Parent Meetings and Advisories: LCAP stakeholder meeting held on 9-13-18

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	0.5%	%	1.03%	1		1
Asian	0.5%	%	%	1		
Filipino	2.6%	2.76%	4.12%	5	4	4
Hispanic/Latino	94.3%	95.17%	94.85%	182	138	92
Pacific Islander	%	0.69%	%		1	
White	1.6%	1.38%	%	3	2	
Multiple/No Response	%	%	%			
Total Enrollment				193	145	97

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	13	5	
Grade 10	32	17	12
Grade 11	58	56	40
Grade 12	90	67	45
Total Enrollment	193	145	97

Conclusions based on this data:

1. Declining enrollment is due to several factors that include program changes that continue for this current year of 2019-2020.
2. Specific changes in DTC procedures regarding substance abuse has decreased student enrollment. Students are not transferred involuntarily until the second offense.
3. We anticipate the DASS and the One Year graduation cohort to possibly impact enrollment heading into the 2nd semester. Currently, numbers are lower than they were a year ago.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	100	75	51	51.8%	51.7%	52.6%
Fluent English Proficient (FEP)	53	37	31	27.5%	25.5%	32.0%
Reclassified Fluent English Proficient	11	5	5	12.6%	6.6%	6.7%

Conclusions based on this data:

1. Percentages in EL enrollments remain fairly consistent with no students categorized as L1. 0
2. 5 Students were re-designated Fluent English Proficient (RFEP) monitor in the fall of 2017 and Spring 2018.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56	59	46	56	56	44	56	56	44	100	94.9	95.7
All	56	59	46	56	56	44	56	56	44	100	94.9	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2485.	2441.	2486.	0.00	0.00	2.27	14.29	7.14	11.36	30.36	8.93	27.27	55.36	83.93	59.09
All Grades	N/A	N/A	N/A	0.00	0.00	2.27	14.29	7.14	11.36	30.36	8.93	27.27	55.36	83.93	59.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.79	1.79	4.55	41.07	32.14	40.91	57.14	66.07	54.55
All Grades	1.79	1.79	4.55	41.07	32.14	40.91	57.14	66.07	54.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.57	0.00	6.82	41.07	17.86	43.18	55.36	82.14	50.00
All Grades	3.57	0.00	6.82	41.07	17.86	43.18	55.36	82.14	50.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	5.36	4.55	58.93	39.29	50.00	41.07	55.36	45.45
All Grades	0.00	5.36	4.55	58.93	39.29	50.00	41.07	55.36	45.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.79	1.79	9.09	51.79	32.14	38.64	46.43	66.07	52.27
All Grades	1.79	1.79	9.09	51.79	32.14	38.64	46.43	66.07	52.27

Conclusions based on this data:

1. The data shows the majority of students who took the test did not meet the standards. After a decline in 2018 in % meeting standard 14% to 8%, 2019 so an increase to 12% and also 2% exceeding standard.
2. Many factors contribute to the ups and downs in the percentage meeting standard. Each year there is a flux of students that changes by semester. Any gaps in instruction are most likely the result of truancy and/or academic under-performance at their comprehensive sites, which is why they transfer to Valley for the 2nd semester.
3. There is certainly a need to increase Literacy emphasis across the curriculum in all classes with more Reading, Writing, Listening, and Speaking that engages students in deep reading and analysis, vocabulary building, reasoning and argumentative writing while citing factual (non-literature), informational text. Also, efforts in utilizing the Interim Assessments is hoped will allow students to familiarize themselves with the format of the test for this year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57	59	46	56	55	42	56	55	42	98.2	93.2	91.3
All	57	59	46	56	55	42	56	55	42	98.2	93.2	91.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2431.	2419.	2416.	0.00	0.00	0.00	1.79	1.82	0.00	10.71	5.45	4.76	87.50	92.73	95.24
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	1.79	1.82	0.00	10.71	5.45	4.76	87.50	92.73	95.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	1.82	0.00	8.93	1.82	4.76	91.07	96.36	95.24
All Grades	0.00	1.82	0.00	8.93	1.82	4.76	91.07	96.36	95.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	26.79	18.18	16.67	73.21	81.82	83.33
All Grades	0.00	0.00	0.00	26.79	18.18	16.67	73.21	81.82	83.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	35.71	34.55	33.33	64.29	65.45	66.67
All Grades	0.00	0.00	0.00	35.71	34.55	33.33	64.29	65.45	66.67

Conclusions based on this data:

1. The last three years has shown that students generally do not meet the standard in math. There have been negligible differences in percentage meeting standard from 0-2%.
2. The section of Applied Mathematics where instruction concentrated on SBAC preparation and use of interim assessments was not as productive as hoped for. A variety of factors could account for the anemic improvement that most likely includes an increase in the number of students below grade level and without the basic skills

needed to succeed. Many 11th graders also were recent transfers and were not enrolled during the fall semester; their transfer to Valley was predicated on the fact that they were truant and/or deficient in their academic performance at their comprehensive site during the fall of 2018 prompting their transfer from their comprehensive sites to Valley.

3. More application of mathematical concepts is needed along with tools and strategies to solve such problems. Students need more exposure to these concepts along with a variety of instructional strategies to reinforce them.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	5
Grade 10	*	1539.9	*	1536.9	*	1542.2	*	13
Grade 11	1553.5	1537.6	1546.4	1530.1	1559.9	1544.8	30	15
Grade 12	1551.9	1548.9	1543.4	1553.1	1559.9	1544.1	20	16
All Grades							67	49

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	*	*
10	*	23.08	*	23.08	*	46.15		7.69	*	13
11	*	0.00	*	33.33	*	46.67	*	20.00	30	15
12	*	12.50	55.00	25.00	*	50.00	*	12.50	20	16
All Grades	28.36	12.24	43.28	30.61	16.42	44.90	*	12.24	67	49

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	*	*	*	*
10	*	23.08		38.46		30.77	*	7.69	*	13
11	56.67	13.33	*	53.33	*	33.33	*	0.00	30	15
12	*	31.25	55.00	31.25	*	25.00	*	12.50	20	16
All Grades	52.24	26.53	29.85	38.78	*	28.57	*	6.12	67	49

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	23.08	*	38.46	*	38.46	*	13
11	*	0.00	*	13.33	50.00	53.33	*	33.33	30	15
12	*	0.00	*	6.25	*	68.75	*	25.00	20	16
All Grades	*	0.00	28.36	14.29	43.28	57.14	17.91	28.57	67	49

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	
10	*	0.00	*	76.92		23.08	*	13	
11	46.67	0.00	*	40.00	*	60.00	30	15	
12	*	6.25	55.00	56.25	*	37.50	20	16	
All Grades	43.28	4.08	38.81	59.18	17.91	36.73	67	49	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	
10	*	69.23	*	23.08	*	7.69	*	13	
11	66.67	86.67	*	13.33	*	0.00	30	15	
12	85.00	81.25	*	12.50	*	6.25	20	16	
All Grades	73.13	81.63	17.91	14.29	*	4.08	67	49	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	
10	*	15.38	*	46.15	*	38.46	*	13	
11	*	6.67	50.00	40.00	40.00	53.33	30	15	
12	*	0.00	*	31.25	*	68.75	20	16	
All Grades	*	6.12	47.76	44.90	37.31	48.98	67	49	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*
10	*	0.00	*	61.54		38.46	*	13
11	*	6.67	66.67	66.67	*	26.67	30	15
12	*	18.75	60.00	68.75	*	12.50	20	16
All Grades	26.87	8.16	64.18	69.39	*	22.45	67	49

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
97	96.9	52.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	52.6
Homeless	2	2.1
Socioeconomically Disadvantaged	94	96.9
Students with Disabilities	12	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.0
Filipino	4	4.1
Hispanic	92	94.8






Conclusions based on this data:

1. Student population is 95% Hispanic and 96% socioeconomically disadvantaged.
2. Half the population are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Orange	Suspension Rate  Red
Mathematics  No Performance Color		
College/Career  Orange		

Conclusions based on this data:

1. Suspension rates have been on a downward trend for a few years, however in 18-19, there was an increase of 20% due to several factors including a school rule of suspension for substance abuse instead of expulsion. This increased the rates by a significant %. In 19-20, the rule has been modified to eliminate suspension on the first offense. Instead, students are given other means of correction.
2. Graduation rate has fluctuated over past couple of years with negligible percentages both up and down; The 2019 rate reflects a significant decrease (20%) due to several factors including late transfers to VHS, a small graduating class, as well as a few 18 year old students who dropped out.

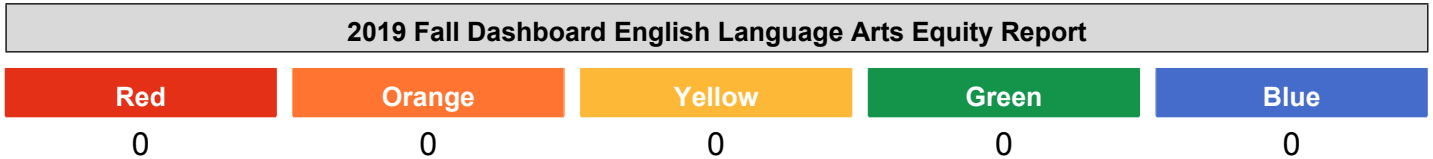
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 100.4 points below standard Increased Significantly ++34.6 points 25	 No Performance Color 112.5 points below standard Increased Significantly ++45.8 points 11	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color 104.5 points below standard Increased Significantly ++35.9 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p align="center">African American</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">American Indian</p>	<p align="center">Asian</p>	<p align="center">Filipino</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">101 points below standard</p> <p align="center">Increased Significantly +33.9 points 23</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">10</p>	<p align="center">Reclassified English Learners</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">English Only</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">6</p>
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Conclusions based on this data:

1. ELA performance continues to be well below standard for the EL student subgroup as well as the entire student population. However, the points below standard increased significantly +33.9 points for the Hispanic subgroup, +45 for EL, and +35 for socially disadvantaged.

School and Student Performance Data

Academic Performance Mathematics

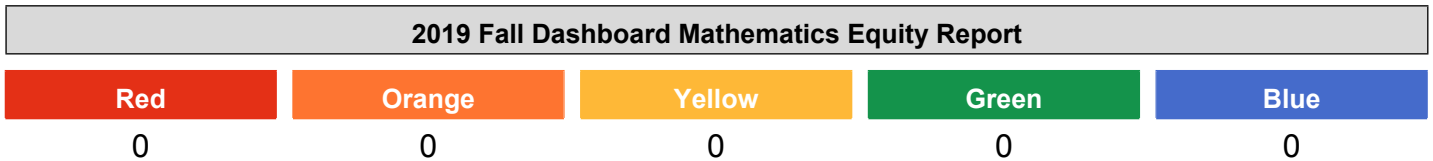
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>207.3 points below standard</p> <p>Increased ++11.1 points</p> <p>24</p>	<p>English Learners</p> <p>No Performance Color</p> <p>219.7 points below standard</p> <p>Increased Significantly ++25.4 points</p> <p>11</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>208.3 points below standard</p> <p>Increased ++13.5 points</p> <p>23</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 203.8 points below standard Increased ++12.4 points 22			

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

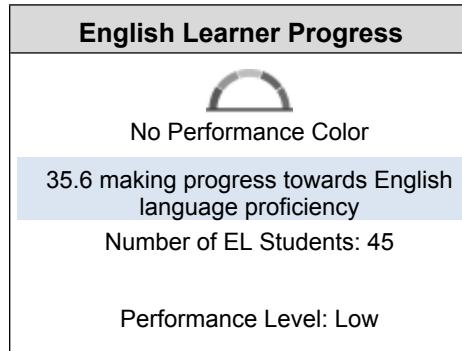
1. Math performance continues to be well below standard in both the EL subgroup and all students at VHS. However, all subgroups increased their points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	12	2	14

Conclusions based on this data:

- The EL progress on ELPAC changed in 2019. New ELPI levels were added (2L, 2H, 3L, and 3H).
- Although 14 students progressed at least one level (35.6%), 17 students decreased one level. This indicates that student effort was not maximized as students should at least stay the same.

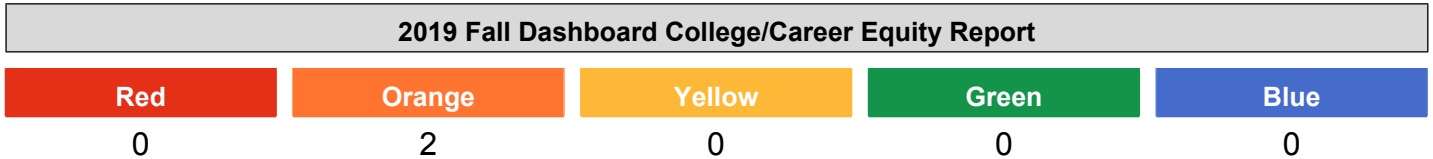
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Orange 4.4 Increased +3 45	<p>English Learners</p>  No Performance Color 7.7 Increased +7.7 26	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Orange 4.7 Increased +3.1 43	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.5 Increased +3 44	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	1.5 Prepared	4.4 Prepared
Approaching Prepared	20.6 Approaching Prepared	15.6 Approaching Prepared
Not Prepared	77.9 Not Prepared	80 Not Prepared

Conclusions based on this data:

- There is a positive trend in CCI over the past 3 years. Development of CTE Pathways and Dual Enrollment has helped immensely.

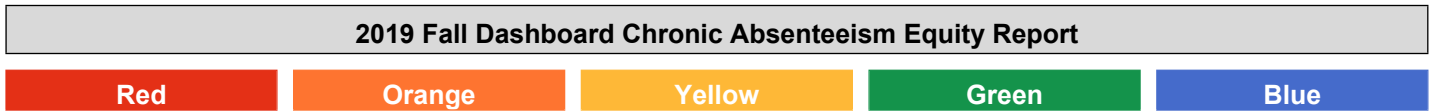
School and Student Performance Data

Academic Engagement Chronic Absenteeism

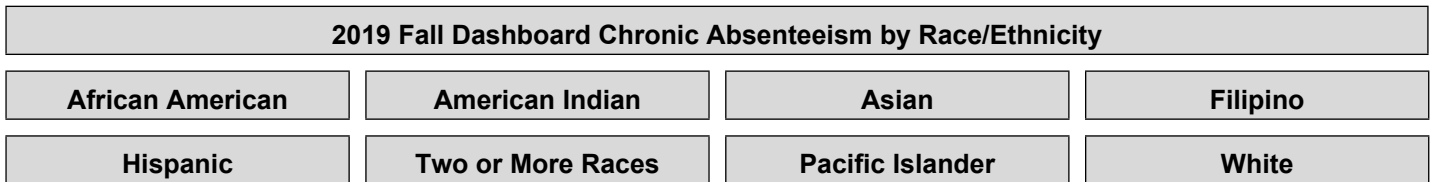
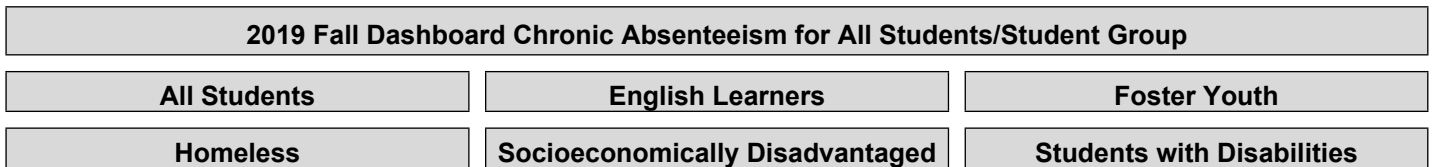
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

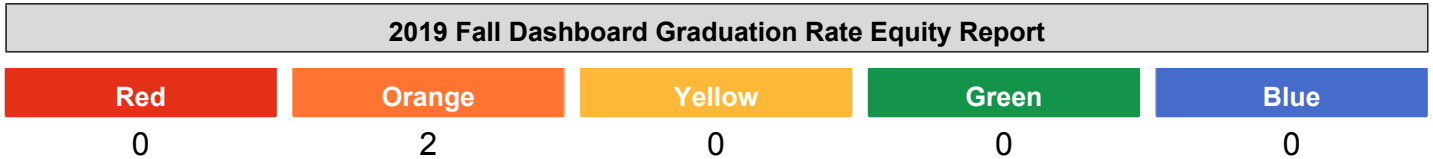
School and Student Performance Data

Academic Engagement Graduation Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Orange 71.1 Declined -20.1 45	<p>English Learners</p>  No Performance Color 69.2 Declined -27.9 26	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Orange 72.1 Declined -18.5 43	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard Graduation Rate by Race/Ethnicity



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
91.2	71.1

Conclusions based on this data:

1. The graduation rate has remained steady above 90% for the last several years. In 2019, the graduation rate dropped tremendously due to several 18 year old students who dropped out. The graduation rate is expected to increase in 2020 to near 90%.

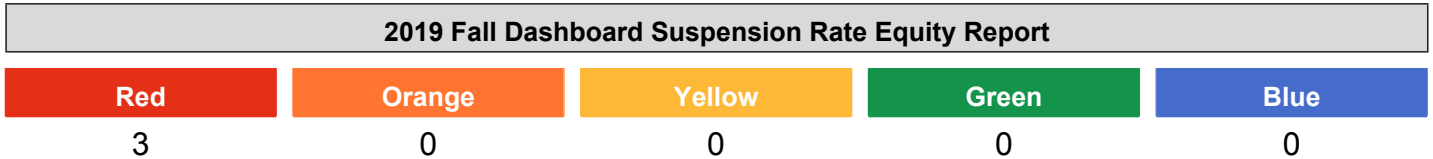
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>22.6</p> <p>Increased Significantly +14.8</p> <p>164</p>	<p>English Learners</p>  <p>Red</p> <p>23.5</p> <p>Increased +18.1</p> <p>81</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>22.6</p> <p>Increased Significantly +15.3</p> <p>159</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>26.7</p> <p>Increased +9.3</p> <p>15</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Red 23.1 Increased Significantly +15.8 156			 No Performance Color Less than 11 Students - Data 1

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.7	22.6

Conclusions based on this data:

1. Suspension rates increased last in 2018-2019 due to the suspension of students for use of a controlled substance.
2. We expect for 2019 the trend to decrease tremendously as other means of correction will be given for first time substance abuse.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learners

LEA/LCAP Goal

LCAP Goal #1: College Readiness - Provide a high quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 1

VHS will provide high quality education to improve college readiness and proficiency or Standard Met levels for all Learners in all core academic content areas. Students will improve standard met levels by 1% on CAASPP-SBAC ELA and MATH.

Identified Need

The SBAC English language arts assessment results indicate an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students. The English learner and students with disabilities subgroups are in the 'very low' performance level compared to a high performance level for all students. In SBAC mathematics, the English learner, homeless, and students with disabilities are in the orange (low) performance level compared to all students in the green (high) performance level. DJUHSD also noted an achievement gap in the English learner and students with disabilities subgroups in completing UC a-g requirements and/or a career technical educational program. DJUHSD intends to continue providing the support needed to meet or exceed the performance outcomes. Delano Joint Union High School District has an unduplicated pupil population of approximately 92%. The unduplicated pupil count for Delano High School is 93.8%; 87.6% at Cesar E. Chavez High School; 94.8% at Robert Kennedy High School; and 99% at Valley High School. Accordingly, all services and actions are principally directed to increase or improve services for our unduplicated pupil population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(a): Basic Services- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	California School Dashboard Fall 2017 Met All teachers (100%) are appropriately assigned relative to their credential.	100% teachers fully credentialed and appropriately assigned

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(b): Basic Services- Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 2 (a): The implementation of state board adopted academic content and performance standards for all students.	95% implementation of state board adopted academic and performance standards.	100% implementation of state board adopted academic and performance standards.
Priority 2(b): Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	<p>a. 99.9% of English Learners were provided 57-171 daily minutes of CCSS ELA and ELD instruction.</p> <p>b. ELD standards were implemented in all English, ELD and ELA intervention classes daily.</p>	<p>a. Professional Development for teaching recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.'</p> <p>b. Instructional materials aligned to recently adopted academic standards for ELD is at '5 Full Implementation and Sustainability.'</p> <p>c. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELD is at '5 Full Implementation and Sustainability.'</p>
Priority 4(a) Pupil Achievement Statewide assessments as measured by statewide assessments.	<p>Standard met: CAASPP</p> <p>English: All Students 66% ELs 37% SWD 4%</p> <p>CAASPP Mathematics: All Students 32% ELs 10% SWD 2%</p> <p>VHS: 9% in ELA and 2% in MATH in 2017</p>	<p>To Attain standard met:</p> <p>CAASPP English: All Students 67% ELs 40% SWD 16%</p> <p>CAASPP Mathematics: All Students 37% ELs 12% SWD 5%</p> <p>VHS: 11% in ELA and 3% in Math</p>
Priority 4(d): Pupil Achievement - The percentage	English Learner Progress: Status High - 79%	Attain ELPAC Level 3 or 4: All students 62%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
of English learner pupils who make progress toward English proficiency as measured by the ELPAC.		
Priority 4(e): Pupil Achievement - The English learner reclassification rate.	Reclassification All Students 6/6% in 2017	Attain reclassification rate on Dataquest All Students 8%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 1: Ensure all students are provided with high quality instruction:

- Continue utilizing time during the day on Wednesdays for teachers to improve teacher quality; analyze data (SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments); and refine and modify instructional strategies.
- Continue to provide teachers extra duty time for PLC, refinement of instruction, curriculum, and assessments based on data analysis.
- Continue funding a portion of salary increase to retain teachers and maintain consistent quality instruction for pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8785.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Prof Development during Wed PLC
4000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Data Analysis, Collab, Refine
2000.00	Title I Certificated Personnel Salaries & Benefits Data Analysis, Collab, Refine
8202.00	LCAP Supplemental & Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 2: Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, and students of low-socioeconomic status.

- a) Maintain professional development that will improve instruction and use of academic assessment data. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, PLC, NCTM Best Practices, Thinking Maps and Co-teaching.
- b) Continue to fund mentors for new teachers and Teacher Induction support services.
- c) Maintain increased staff duty days for professional development that include at least half day teacher effectiveness classroom preparation time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits PD aligned to academic strat
1500.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies PD Materials, supplies, equip
1600.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures PD Materials, supplies, equip
4438.00	Title I 5000-5999: Services And Other Operating Expenditures PD Materials, supplies, equip
2000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures PD Materials, supplies, equip
1300.00	LCAP Supplemental & Concentration

	Certificated Personnel Salaries & Benefits Mentor for new teacher and teacher induction program
3622.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits PD days (2)
36740	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures PD Jill bunch and Solution Tree
12400	Comprehensive Support and Improvement (CSI) Certificated Personnel Salaries & Benefits Subs and teacher comp for PD (Jill bunch and Solution Tree)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 3: Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500.00	Title I 4000-4999: Books And Supplies Supplemental mat
5000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplemental mat
1000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Supplemental mat
11400	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies STAR Reading and Acc Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 5: Provide support staff to improve student outcomes:

b. Maintain ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio- economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30123.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Support staff-Instructional Aides
29876.00	Title I Classified Personnel Salaries & Benefits Support staff-Instructional Aides
56470.00	Title III Classified Personnel Salaries & Benefits Support staff-Instructional Aides

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 6: Continue to maintain:

- a. Reading, writing and mathematics intervention during the day.
- b. Academic tutorials for intervention, AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects.
- e. Reduced class size for students not attaining standard.
- f. Instructional field trips to supplement learning.
- g. Incentives for students completing intervention program.
- h. Transportation and the additional bus driver for summer school and the tutorials.
- i. Fund an additional bus driver to transport students to other district schools for access to a broad course of study and to close the CTE completion gap for English learners and students on an active IEP.

These actions are principally directly to improve the academic achievement of English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Intervention Tutorials
10000.00	Title I Certificated Personnel Salaries & Benefits Intervention Tutorials
2000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Instructional Field Trips
1000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Incentives
15000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Intervention during the day
17531.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Reduced class size (21 sections)
2174.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Fund add'l bus driver for CTE & BCS
2150.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Transportation for tutorials
4125.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Transportation for tutorials
44750	Comprehensive Support and Improvement (CSI) Certificated Personnel Salaries & Benefits English and Math Coaches and Targeted intervention after school

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 7: Continue to provide opportunities to improve college readiness by:

- Providing visitations to four year universities, community colleges and post-secondary institutions.
- Conducting parent trainings/workshops on readiness for college and career.

These services and activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1450.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures UC a-g online program
2375.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies AP exam and dual enrollment fees
3000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures University/college field trips
500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Parent Training

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 8: Continue to purchase updated technology and data management system annual license to enhance and improve student performance in attaining goals. For this year, there is a need to convert a couple of rooms at CCHS as an intervention lab.
This entails purchasing some desktop computers and tables to convert the room to a computer lab.

This action is principally directed to reduce the academic achievement gap and improve CSI among English learners, socioeconomically disadvantaged pupils, and students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000.00	Title I 4000-4999: Books And Supplies Technology
1275.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Data system/illuminate

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 9: Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.

Recognition of students and staff is principally directed to recognizing the attainment of State standards and state metrics of English Learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Student and Staff Recognition
1700.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Student and Staff Recognition

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 4: Maintain the increased UC a-g and AP sections as well as the additional foreign language teacher to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements.

This action is principally directed to increase UC a-g completion and AP passing rates for English learners, foster youth and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60879.00

Source(s)

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Augment UC a-g/Dual enrollment/For Lang
Teacher

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Career Readiness

LEA/LCAP Goal

Improve career readiness and maximize performance in foreign language, physical education, visual performing arts, and Career Technical Education.

State Priorities:

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 2

Students at VHS will improve Career Readiness as reflected in participation in Career Electives, including CTE Pathway classes, earning of College Credits through Dual Enrollment, and/or earning of industry recognized CTE Certification.

Identified Need

DJUHSD has identified the need for pupils to have access to a broad course of study at all comprehensive high schools and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities. Additionally, DJUHSD goal is to continue performing in the top 25% in Visual Performing Arts, Mock Trial, Academic Decathlon, and improve the Physical Fitness test results. Our goal is also to improve AP Foreign Language passing rate and increase the number of students attaining the Biliteracy Seal as well as increasing the number of students attaining dual enrollment credit.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 7(a): Course Access Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	98.5% of pupils have access to a broad course of study.	Attain 100% of pupils have access to a broad course of study. CALPADS Dual Enrollment Passing: 2019 1800 Students CALPADS CTE Completers All Students 19% ELs 11% SWDs 17% Dashboard College and Career Indicator (CCI)- Prepared: 2018 56.5% ELs 34% SWDS 19.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 7(b): Course Access Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	98.5% of unduplicated pupils have access to a broad course of study.	Attain 100% of unduplicated pupils have access to a broad course of study. Dashboard College and Career Indicator (CCI)- Prepared: Socioeconomically Disadvantaged 56% ELs 34%
Priority 7(c): Course Access Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	81.4 % pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs.	Attain 100% pupils with exceptional needs have access and are enrolled in programs and services developed and provided to meet their needs. Dashboard College and Career Indicator (CCI): SWDs 21%
Dual Enrollment - Graduation Cohort earning of College Credits through Dual Enrollment	8 Students graduated earning Dual Enrollment Credit in 2017	23 Students already are believed to have graduated with dual enrollment credit in 2018. Waiting on numbers for 2019

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 1:

Ensure all students are provided with high quality, standards (content/CTE/CCR) aligned curriculum and instruction.

- a. Continue utilizing time during the day on Wednesdays for teachers to analyze data, collaborate and refine appropriate instruction and curriculum.
- b. Continue to provide teachers extra duty time to refine the quality of instruction, curriculum and assessments based on data analysis.

This action is principally directed to improve learning for English Learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4327.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Wed:Dev., refine curr/Assess
2000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Dev., refine curr/Assess

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 2: Continue to provide targeted, high-quality professional development opportunities for teachers, counselors and administrators for the purpose of integrating rigorous academics in such programs.

The professional development activities are principally directed to improve learning outcomes for English learners, foster youth and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits PD evidence based strategies
500.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies PD evidence based strategies
1500.00	LCAP Supplemental & Concentration

	5000-5999: Services And Other Operating Expenditures PD evidence based strategies
5600	
20000	
6000	
40000	
	I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 3: Continue to purchase supplementary materials, equipment and supplies to attain goals and outcomes of the unduplicated student population.

The supplementary materials and equipment are principally directed to improve physical fitness, Visual Performing Arts education, Career Technical Education completion, and access to a board course of study for English learners, foster youth, students with disabilities, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Equipment and Supplies
11400	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 4:

Offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities.

- b. Maintain CTE Director for articulation, dual enrollment and work-based learning.
- c. Fund a dual enrollment clerk to assist English learners, foster youth, and students of low socioeconomic status in registering for dual enrollment courses.
- c. Maintain additional CTE and dual enrollment courses.
- d. Maintain CTE Courses: Auto Body, Nurse Assistant, Medical Assistant, Clinical Medical Assisting, and Security Law.
- e. Maintain two Health pathway teachers and one welding teacher.

These actions are principally directed to improve college and career readiness for English learners, foster youth and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

935.00

Source(s)

LCAP Supplemental & Concentration
Classified Personnel Salaries & Benefits
Dual Enrollment Clerk

32000.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Additional CTE/BCS

16200.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
North Kern

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 5

Provide opportunities to improve outcomes in other areas and increase access to a broad course of study for English learners, foster youth, pupils of low socioeconomic status, and students on an active IEP.

e. Maintain reduced class size in physical education grade 9 to meet Physical Fitness outcomes.

f. Continue to provide afterschool intervention to improve student outcomes.

g. Continue to fund the the jazz band section at VHS to provide pupils access to a broad course of study.

These actions are principally directed to provide English learners, foster youth, and pupils of low socio-economic status access to a broad course of study and improve physical fitness test (PFT) results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits BCS/PE reduced class size
700.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits After school intervention
3500	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 6

Continue to provide visitations to four year universities, community colleges, and/or vocational institutions.

These supplemental educational activities are principally directed to improve learning for English learners, foster youth, and pupils of low socio-economic status.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures College or Career Visitations

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 7:Continue to purchase technology to enhance and improve student performance to meet 21st Century Learning Skills.

The purchase of technology is principally directed to improve technological literacy for pupils of low socio-economic status, English learners, and foster youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2455	Title IV 5000-5999: Services And Other Operating Expenditures Purchase Technology

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate - Pupil and Parent Engagement

LEA/LCAP Goal

LCAP Goal# 3 - Provide all students with a high quality educational environment where they can take pride in their facilities and look forward to coming to school every day.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Goal 3

Students at VHS will maintain and/or improve on graduation, suspension, and chronic absenteeism rates and surveys will demonstrate improvement in the overall positive, safe, and conducive to learning climate at Valley High School. Also, parental involvement and participation in the school community will improve.

Identified Need

The DJUHSD has identified the need to improve pupil attendance; reduce chronic absenteeism for all students and the English Learner and Students with Disabilities subgroup; and improve the graduation rate of students with disabilities and English learners. Pupil surveys indicate that student sense of safety and school connectedness declined from spring of 2018 to fall of 2018. The expulsion rates for 2018 increased for all students, English learners, and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1(a): Basic Services- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching and fully credentialed in the subject area and for the pupils they are teaching.	97.1% teachers are fully credentialed and three teachers not appropriately assigned.	100% teachers fully credentialed and appropriately assigned
Priority 1(b): Basic Services- Pupils in the school district have sufficient access to the standards-aligned instructional materials.	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials
Priority 3(a): Parental Involvement addresses: The efforts the school district	District Parent advisory participation increased by 31.7%. DJUHSD	Dashboard: Standard Met Increase Parent Advisory participation by 10% over

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
makes to seek parent input in making decisions for the school district and each individual school site;	provides for parent input in making decisions for the school district and each individual school site via DELAC, ELAC, Title I Parent Advisory, School Site Council, Migrant Parent Advisory, and Special Education Parent Advisory (SEPAC).	previous year to seek input in making decisions for the district and each individual school site.
Priority 3(b): Parental Involvement addresses: How the school district will promote parental participation in programs for unduplicated pupils	Parent participation is promoted via weekly phone messages, quarterly School Site Council and ELAC/Title I meetings, and annual school events. The district conducted parent advisory meetings via DELAC, SEPAC, Migrant and Title I at least three times a year for each advisory.	Dashboard: Standard Met Continue to promote parental participation via weekly phone messages and quarterly parent advisory meetings.
Priority 3(c): Parental Involvement addresses: How the school district will promote parental participation in programs for individuals with exceptional needs.	The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites. DJUHSD will conduct SEPAC advisory committee meetings at least twice a year.	Dashboard: Standard Met Continue: The Special Education Parent Advisory Committee (SEPAC) provides for parent input in making decisions for the school district and school sites.
Priority 5(a): Pupil Engagement as measured by all of the following, as applicable: School attendance rates	94.7%	95%
Priority 5(b): Pupil Engagement as measured by all of the following, as applicable: Chronic absenteeism rates	73.6% in 17-18	50%
Priority 5(e): Pupil Engagement as measured by all of the following, as applicable:	84.8%	88%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High school graduation rates		
Priority 6(a): School Climate as measured by all of the following, as applicable: Pupil suspension rates	Unduplicated number of suspensions 18 (7.7%) in 17-18	5%
Priority 6: School Climate as measured by all of the following, as applicable: Pupil expulsion rates	Total number of expulsions: 12 (17-18) 5.5%	Total number of expulsions: 8
Priority 6: School Climate as measured by all of the following, as applicable: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Surveys indicate 98% of students feel safe at school and 99% of all students feel connected to their school.	100% Sense of Safety 100% connectedness to school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Action 1: Continue to provide high-quality professional development on evidence-based intervention strategies.

This action is principally directed to reduce suspensions and expulsions and improve student sense of safety for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies PD: evidence-based intervention strategies
3000.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures PD: evidence-based intervention strategies
4000.00	Title IV 5000-5999: Services And Other Operating Expenditures PD: evidence-based intervention strategies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Action 2: Continue to purchase supplementary instructional materials to attain student goals and provide resources for teacher and student sense of safety. Recent stakeholder input and student surveys indicated the need for additional safety measures (training, reinforced gates, doors, locks, etc.).

All supplementary materials are principally directed on improving student sense of safety and increasing graduation rates for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Supplementary Instr. Materials & supplies
3000.00	Title IV 4000-4999: Books And Supplies Supplementary Instr. Materials & supplies
400.00	LCAP Supplemental & Concentration

	5000-5999: Services And Other Operating Expenditures Supplementary Instr. Materials
5120.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Equipment
500.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Repairs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 3: Continue to provide alternative educational settings and services to reduce suspensions and expulsions.

- a. Maintain the two district Opportunity Program teachers
- b. Maintain three academic intervention teachers – one for each comprehensive school site

This action is principally directed on improving outcomes for the unduplicated student population

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

53366.00

LCAP Supplemental & Concentration
Certificated Personnel Salaries & Benefits
Two Opp. & Academic Int. teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Action 4: Continue to provide additional support, academic interventions and academic acceleration options for students to stay on track for graduation and increase graduation rates of English Learners, students with disabilities and pupils of low socio-economic status.

- a. Maintain additional sessions of independent study and independent study teacher in Earlimart to reduce chronic absenteeism.

- b. Maintain the additional credit recovery sections.
- c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school.
- d. Maintain Discipline Liaisons and funding for portion of salary for school psychologists and nurses
- e. Maintain contract with Delano Police Department for three resource officers.
- f. Maintain funding for an intervention counselor for each comprehensive high school to reduce suspensions and expulsions.
- g. Fund an additional security staff at each comprehensive school site to increase student and teacher sense of safety.

This action is principally directed to provide support services and increase graduation rates for English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
89963.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Ind. Study
6000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits additional credit rec
6561.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Extend teacher duty day
85000.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Discipline Liaisons
16000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Fund Intervention counselor for each site

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 5: Continue to provide before school, afterschool, Saturday and/or evening Interventions and reduce class sizes for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs. This action is principally

directed to improve graduation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1800.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Tutorials, cr. rec., beh. Int. and reduced class size
1000.00	Title IV Certificated Personnel Salaries & Benefits Tutorials, cr. rec., beh. Int. and reduced class size

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 6: Continue to purchase technology and fund maintenance of district web page to increase parental and community engagement. This action is principally directed on improving the digital literacy of English learners, foster youth, and socioeconomically disadvantaged pupils.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Web Page Maintenance
400.00	LCAP Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Tech-Parent Website Service
30000.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Technology

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 8: Continue to foster an educational environment where students can attain academic success by providing activities, presenters, and incentives for students meeting the goals outlined in the state's priorities and increase student sense of school connectedness.

a. Implement Link Crew program to improve school connectedness for all students including English learners, students with disabilities, homeless, and foster youth subgroups.

b. This action is principally directed to improve school connectedness for the unduplicated pupil population.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCAP Supplemental & Concentration
4000-4999: Books And Supplies
school connectedness

2000.00

LCAP Supplemental & Concentration
5000-5999: Services And Other Operating
Expenditures
school connectedness

2000.00

Title IV
5000-5999: Services And Other Operating
Expenditures
school connectedness

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 9: Promote additional parental involvement to improve learning outcomes of English learners, foster youth and pupils of low socio-economic status by:

a. Continuing to conduct Parent Awareness workshops.

b. Continuing to provide district for parent outreach and assistance.

c. Maintaining modified classified staff work calendar to improve services for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCAP Supplemental & Concentration Certificated Personnel Salaries & Benefits Parent Workshops
200.00	LCAP Supplemental & Concentration 4000-4999: Books And Supplies Parent Workshops
1000.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Parent Calls-Visits
500.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Parent Outreach
4715.00	LCAP Supplemental & Concentration Classified Personnel Salaries & Benefits Adjust class work calendar to meet student needs

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$797,413.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$915,907.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$105,290.00
Title I	\$70,814.00
Title II Part A: Improving Teacher Quality	\$2,000.00
Title III	\$56,470.00
Title IV	\$12,455.00

Subtotal of additional federal funds included for this school: \$247,029.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$86,500.00
LCAP Supplemental & Concentration	\$582,378.00

Subtotal of state or local funds included for this school: \$668,878.00

Total of federal, state, and/or local funds for this school: \$915,907.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	471,152.00	471,152.00
Title I	77,755.00	6,941.00
LCAP Supplemental & Concentration	156,484.00	-425,894.00
Title II Part A: Improving Teacher Quality	3,000.00	1,000.00
Other	5,327.00	5,327.00
Title IV	12,000.00	-455.00
Title III	54,695.00	-1,775.00
Tobacco-Use Prevention Education	1,500.00	1,500.00
None Specified	15,500	15,500.00

Expenditures by Funding Source

Funding Source	Amount
	86,500.00
Comprehensive Support and Improvement (CSI)	105,290.00
LCAP Supplemental & Concentration	582,378.00
Title I	70,814.00
Title II Part A: Improving Teacher Quality	2,000.00
Title III	56,470.00
Title IV	12,455.00

Expenditures by Budget Reference

Budget Reference	Amount
	86,500.00
4000-4999: Books And Supplies	86,375.00
5000-5999: Services And Other Operating Expenditures	86,203.00

Certificated Personnel Salaries & Benefits	441,886.00
Classified Personnel Salaries & Benefits	214,943.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		86,500.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	11,400.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	36,740.00
Certificated Personnel Salaries & Benefits	Comprehensive Support and Improvement (CSI)	57,150.00
4000-4999: Books And Supplies	LCAP Supplemental & Concentration	47,475.00
5000-5999: Services And Other Operating Expenditures	LCAP Supplemental & Concentration	34,570.00
Certificated Personnel Salaries & Benefits	LCAP Supplemental & Concentration	371,736.00
Classified Personnel Salaries & Benefits	LCAP Supplemental & Concentration	128,597.00
4000-4999: Books And Supplies	Title I	24,500.00
5000-5999: Services And Other Operating Expenditures	Title I	4,438.00
Certificated Personnel Salaries & Benefits	Title I	12,000.00
Classified Personnel Salaries & Benefits	Title I	29,876.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,000.00
Classified Personnel Salaries & Benefits	Title III	56,470.00
4000-4999: Books And Supplies	Title IV	3,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	8,455.00
Certificated Personnel Salaries & Benefits	Title IV	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	422,365.00

Goal 2

173,117.00

Goal 3

320,425.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
GABRIEL DIAZ	Principal
FLOYD BARBEE	Classroom Teacher
JIM BELTRAN	Classroom Teacher
LORRAINE VALDEZ	Classroom Teacher
DIANA SOTELO	Other School Staff
MARTHA MADERA	Parent or Community Member
CARMEN RIOS	Parent or Community Member
DAVID CASTILLO	Secondary Student
CLARA OCHOA	Secondary Student
MIGUEL CISNEROS	Secondary Student

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: WASC Committee, Safe Schools Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on October 7, 2019.

Attested:

Principal, Gabriel Diaz on 10-25-19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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