

The Single Plan for Student Achievement

School: Pleasant Valley High School
CDS Code: 04-61424-0437558
District: Chico Unified School District
Principal: John Shepherd
Revision Date: 11-23-15

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

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

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The District Governing Board approved this revision of the SPSA on April 20, 2016.

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School Vision and Mission

Pleasant Valley High School's Vision and Mission Statements

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

The vision of PV is driven by the following questions:

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

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

School Profile

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

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

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

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

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

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

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

School Strengths

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

School Challenges

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

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

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

Strengths:

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

Challenges:

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

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

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

Funding

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

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

18. Fiscal support (EPC)

See #21 above.

Description of Barriers and Related School Goals

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

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

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 8	1	0	0.0	0	*	*	*	*	*
Grade 11	422	377	89.3	374	2616.5	26	43	21	9
All Grades	423	377	89.1	374		26	43	21	9

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	36	53	12	39	46	15	22	66	13	35	57	8
All Grades	36	53	12	39	46	15	22	66	13	35	57	8

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 8	1	0	0.0	0	*	*	*	*	*
Grade 11	422	379	89.8	374	2593.8	12	26	28	33
All Grades	423	379	89.6	374		12	26	28	33

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	20	40	39	21	54	24	22	53	24
All Grades	20	40	39	21	54	24	22	53	24

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			12	63	6	32	1	5			19
10	3	14	7	33	9	43	2	10			21
11	1	8	4	31	7	54	1	8			13
12	5	56	3	33	1	11					9
Total	9	15	26	42	23	37	4	6			62

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	9	13	57	6	26	1	4	1	4	23
10	4	17	7	30	10	43	2	9			23
11	4	21	4	21	9	47	1	5	1	5	19
12	10	37	9	33	5	19	3	11			27
Total	20	22	33	36	30	33	7	8	2	2	92

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	63	68	62
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	63	68	62
Number Met	32	37	45
Percent Met	50.8%	54.4%	72.6%
NCLB Target	57.5	59.0	60.5
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	14	65	8	69	12	61
Number Met	--	29	--	28	2	31
Percent Met	--	44.6%	--	40.6%	16.7%	50.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	No	--	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lee-Anne Calhoon		X			
Patti Flint				X	
Christina Fisher		X			
Michelle Martin		X			
Jimmy Jarjour					X
Rebecca Geiser				X	
Michelle McGivern				X	
Adam Helton				X	
Laura Jorgensen			X		
Ben Swanson					X
Charlotte Mallory			X		
John Shepherd	X				
Numbers of members of each category:	1	4	1	4	2

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Feb. 24, 2014.

Attested:

John Shepherd

Typed Name of School Principal

Signature of School Principal

Date

Ben Swanson/Jimmy Jarjour

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

<p>LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 						
<p>Site Goal: 1.1: PVHS will have access to curriculum, instructional materials, and technology to support student achievement of the CCSS.</p> <p>1.2: PVHS utilize district personnel to analyze and maintain site facilities with the goal of identifying, prioritizing, and repairing at least 50% of all major problem areas.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Review credentials and assignments.</p>	<ul style="list-style-type: none"> Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments 	<p>- HR Data- Number of teachers with appropriate credential and teaching in correct</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	

Pleasant Valley High School LCAP/SPSA Goals

Year: 2015-16

		subject area				
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning 	Williams Act Report	All	Instructional Materials	LCFF Base	
					Renaissance Place (Total District Cost)	LCFF Supplemental District
				Illuminate (Total District Cost)	LCFF-Base	\$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs Utilize current work order system for completion of repair projects Organize campus beautification projects Timeline: August-June 	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> Assess number of students using Chromebooks in an instructional setting (by tracking percentage of teachers requesting use of Chromebook carts) to help determine needs for GAFE staff/professional development. Site will ensure that Chromebook carts are maintained in good working order PVHS will upgrade the cabling infrastructure to support devices Timeline: August-June 	Site Student to Computer Device Ratio	All	Chromebook Cart 4 - (160)	Common Core Funds	\$86,000
				IT Dept	LCFF Base	
				Tech Infrastructure Upgrades	One Time District Funding	\$100,000
To ensure access to on-line resources, employ: <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. 	PVHS Library Media Teacher- 1.0 FTE	All	Librarians & Library Media Assistants (Total District Cost)	LCFF- District Supplemental	\$794,091
		Library Media Assistants staffed at 1.35 FTE per day				
		IT Tech Aide- 1.0 FTE per day		Tech Aides (Total District Cost)	LCFF-District LCAP	\$184,764
Continue providing information to families	- Site will supply families with information	Share in newsletter 2	All	No Funding		

Pleasant Valley High School LCAP/SPSA Goals

Year: 2015-16

on resources supporting technology: <ul style="list-style-type: none">• Computers for Classrooms• Comcast Internet Access	regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	times per year		Needed		
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<p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP. 						
<p>Site Goal: 2.1: PVHS certificated personnel will move from stage 2 to stage 3 or higher on the CSCS implementation plan.</p> <p>2.2: PVHS will increase the number of students meeting or exceeding the standards assessed by the SBAC by 5% in ELA/Literacy and 5% in Mathematics.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with Leadership team and modify site PD opportunities. 	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Provide professional development in:</p> <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). 	<ul style="list-style-type: none"> All staff will use Wednesday Collaboration Time to address the Collaborative Student Viking Learner Outcome Math teachers will use Collaboration Time to develop common 	<p>Common Math Assessments</p> <p>Common English pacing and</p>	<p>All</p>	<p>Collaboration Days- No Funding Needed</p>		

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	<p>assessments</p> <ul style="list-style-type: none"> English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments) Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE. 	<p>assessments</p> <p>11th Grade SBAC Results</p> <p>Sign-in PD Sheets</p>		<p>Site PD Opportunity Summer Collaboration</p> <p>District PD Opportunities</p>	<p>Title II Site</p> <p>Title II District</p>	<p>\$7,000</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> Develop common ELA Writing Rubric TK-12 (Argumentative) 	<p>District-wide ELA Rubric for Argumentative Writing</p> <p>DLC Meetings</p>	<p>All</p>	<p>TOSAs (Total District Cost) See Goal 3</p>		
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> Interested teachers will participate in long-term professional development opportunities 	<p>ABEO Participation Rate</p>	<p>All</p>	<p>ABEO</p>	<p>District Title II</p>	

<p>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</p> <ul style="list-style-type: none"> 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. 3.4: Increase student achievement for English learners. 3.5: Increase the percentage of 						
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students graduating from high school fully prepared for college and careers.						
Site Goal: 3.1 PVHS will decrease the number of Ds and Fs in all subjects by 20% each semester. 3.2 PVHS increase student achievement in all subgroups measured by attendance rates, global, state, district, and site assessments. By 10%						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> Research and implement an Early Warning System to identify and support students in danger of not graduating. 	<p>A-G Course Enrollment (Math and Foreign Language)</p> <p>Percent of students enrolling in Career Pathways</p>	All	<p>Secondary Counselors (Total Cost for all Secondary Sites)</p> <p>.15 FTE PVHS Secondary Counselor</p>	<p>LCFF District Supplemental</p> <p>LCFF Supplemental Site</p>	<p>\$1,488,000</p> <p>\$19,000</p>
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> Visit similar schools to identify options for scheduling Develop Data Dashboard for all assessments disaggregated by subgroup Offer a variety of AP/IB courses ELD Team to meet and determine appropriate 	<p>Site visit dates</p> <p>Site Discussion and Outcomes</p> <p>EAP College Ready Rates</p> <p>AP/IB Course Enrollment Rate</p> <p>Rate of students scoring 3 or higher on AP/IB Exams</p> <p>EL Reclassification Rate</p> <p>Percent Making</p>	All	<p>LCAP Funded Support Teachers</p> <p>. 2 CAS Coordinator</p> <p>.4 IB Coordinator</p> <p>.2 ACE-Life Intervention</p>	<p>LCFF Supplemental Site</p> <p>LCFF Supplemental Site</p>	<p>\$20,400</p> <p>\$33,000</p>

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	<p>criteria for re-designation</p> <ul style="list-style-type: none"> Utilize Read 180 Curriculum for struggling students Teacher Instructional materials 	Progress towards English Proficiency according to CELDT		<p>AP/IB Training</p> <p>Read 180 .4 English Academic Intervention</p> <p>Instructional Materials</p>	<p>LCFF Supplemental Site</p> <p>Title II Site</p> <p>LCFF Supplemental Site</p> <p>Title II Site</p>	<p>\$15,100</p> <p>\$15,000</p> <p>\$49,800</p> <p>\$1,520</p>
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) Guidance Aides Bilingual Aides TK Instructional Aides 	<ul style="list-style-type: none"> Counseling Staff will conduct intervention conferences with all struggling frosh each semester 	<p>Conference Schedule</p> <p>Counselor Schedule</p>	All	<p>Targeted Case Managers (Total District Cost)</p> <p>Bilingual Aides (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>LCFF-District Supplemental</p>	<p>\$357,353</p> <p>\$452,158</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<p>Not Applicable</p>					

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Provide after school homework support at Elementary and Secondary as per site's needs.	Provide afterschool homework club support	Student Attendance via sign in sheets	All	Certificated Staff	None needed	
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<p>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</p> <ul style="list-style-type: none"> 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student 						
<p>Site Goal: 4.1 All (100%) of teachers will update Aeries gradebooks for all classes on a weekly basis.</p> <p>4.2 Increase completion of CUSD Parent Student Acknowledgment through the use of Parent Portal.</p>						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> using Parent Portal in Illuminate for 4th-6th grade teachers expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> Not applicable to High School Remind staff of timely responses to parent inquiries in staff notes and at staff meetings 	<p>Parent Feedback Regarding Timely Responses</p> <p>Spring Parent Survey Responses</p>	<p>All</p>	<p>No Funding Needed</p> <p>Education for the Future Survey</p>	<p>LCFF Base</p>	<p>\$10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> Parent Portal feature in Aeries and Illuminate 			<p>All</p>			

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<ul style="list-style-type: none"> Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school Begin discussions of requiring Aeries usage in Instructional Council Survey student and staff groups to identify additional activities 	<p>Percent of parents with Aeries accounts</p> <p>Instructional Council meeting dates</p> <p>Student Survey</p>		No Funding Needed		
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> increasing parent participation District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> Continue to employ TCM at site 	<p>Sign in Sheets at site</p> <p>ELAC meetings</p>	All	See Goal 3		
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> Parent Information/BTSN SSC Site ELAC/DELAC 	<ul style="list-style-type: none"> Advertise activities in multiple languages 	<p>Percent of parent attending BTSN, SSC, and ELAC meetings</p>	All	No Funding Needed		

<p>Goal 5: Improve School Climate</p> <ul style="list-style-type: none"> 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion. 						
<p>Site Goal(s): 5.1: Maintain or increase 96% attendance rate by offering a range of educational options to meet needs of all students.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> Make teachers aware of PD opportunities. 	<p>Number of Office Referrals</p>	All	<p>District PD Opportunity</p> <p>Site PD Opportunity</p>	<p>Title II District</p> <p>Title II Site</p>	<p>\$1000</p>

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<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> ● Host monthly parent seminars for disenfranchised parents ● TCM contact parents ● Notify parents and students of attendance violations via email, mail, and in person (students). ● Develop Saturday School Attendance Incentive Plan (similar to Marsh Jr. High). ● Leadership Team will discuss end of year data 	<p>Sign In Sheets</p> <p>Site Attendance Rate</p> <p>Chronic Absenteeism Rate</p> <p>Number of Students attending Saturday School</p> <p>Dropout Rate</p> <p>Graduation Rate</p>	<p>All</p>	<p>Nurtured Heart</p> <p>Supplies for TCM</p> <p>Certificated Staff</p>	<p>LCFF Supplemental Site</p> <p>None needed</p>	<p>\$1,132</p>
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (e.g. Reset/ISS) ● Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> ● Notify staff of benefits of ISS vs. Out-of-School Suspension 	<p>ISS Rate</p> <p>OSS Rate</p>	<p>All</p>			
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> ● EMHI/PIP ● Guidance Aides ● Nurses ● Health Aides ● Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> ● Employ Nurses ● Employ Health Assistants ● Provide MNI Services as needed 	<p>Site Attendance Rate</p> <p>Expulsion Rate</p>	<p>All</p>	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$107,044</p> <p>\$496,363</p> <p>\$336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> ● Employ campus supervisors ● Radio Maintenance ● Campus Supervisor ● Golf Cart Maintenance ● Surveillance System Maintenance 	<p>Number of Office Referrals</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p> <p>Radio</p> <p>Cart Maintenance</p>	<p>LCFF District Supplemental</p> <p>Safe Schools</p>	<p>\$616,831</p> <p>\$1000</p>

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				Surveillance System	Safe Schools	\$1000
					Safe Schools	\$4,374
Support student engagement in Art, Music, and PE activities at the elementary schools.	Not applicable					
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> Provide numerous sports opportunities 	Student Participation Rate	All	Coaching Stipends (Total District Cost) Athlete Committed Program	LCFF District Supplemental	\$367,825
					Safe Schools	\$3,000

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Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ 0 Title 1 Carryover-\$0 Total = 0		Total = 0
Title II-\$24,520 Title II Carryover-\$0 Total =\$24,520	Site PD Opportunities: Summer Collaboration AP/IB Training Nurtured Heart Training Teacher Instructional Materials	\$7,000.00 \$15,000.00 \$1000.00 \$1,520.00 Total =\$24,520
Safe Schools- \$7,000 Safe Schools Carryover- \$1,374 Total =\$8,374	Radio maint. Athlete Committed Program Golf Cart maint. Surveillance System	\$1000.00 \$3000.00 \$1000.00 \$4,374.00 \$8,374 Total =

LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost

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<p>15-16 Total- \$138,432 LCAP Carryover- \$0</p>	<p>.2 CAS Coordinator .15 FTE Counselor .4 IB Coordinator .2 ACE-Life Intervention .6 English Academic Intervention Support Supplies for Targeted Case Manager</p>	<p>\$20,400.00 \$19,000.00 \$33,000.00 \$15,100.00 \$49,800.00 \$1,132.00</p>
<p>Total= \$138,432</p>		<p>Total=\$138,432</p>