

The Single Plan for Student Achievement

School: Pleasant Valley High School
CDS Code: 04-61424-0437558
District: Chico Unified School District
Principal: John Shepherd
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	10
CAASPP Results (All Students)	10
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
Planned Improvements in Student Performance	16
LCAP Goal 1: Quality Teachers, Materials, and Facilities.....	16
LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards	21
LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.....	24
LCAP Goal 4: Provide opportunities for meaningful parent involvement and input.....	27
LCAP Goal 5: Improve School Climate:	29
Centralized Services for Planned Improvements in Student Performance	32
Centralized Service Goal #1	32
Centralized Service Goal #2	33
Centralized Service Goal #3.....	34
Centralized Service Goal #4	35
Centralized Service Goal #5.....	36
Summary of Expenditures in this Plan.....	37
Total Allocations and Expenditures by Funding Source	37
Total Expenditures by Object Type.....	38
Total Expenditures by Object Type and Funding Source.....	39
Total Expenditures by Goal	40
School Site Council Membership.....	41
Recommendations and Assurances.....	42

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 2019 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 Career and Technical Education Pathways, 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.

In addition to CUSD Common Assessments in ELA and Math, the following departments align course-level assessments:

World Language
Social Science
Science
Physical Education
Special Ed. - RSP

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:

Integrated Math 1
Integrated Math 2
Integrated Math 3
Math C
Spanish 1, 2 and 3
PE 9 and 10
11th grade English Early Assessment Placement essay.
U.S. History
World History
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 93 teachers this 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 2015, 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.

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 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 2016, 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 Program ACE 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	1			0			0			0.0		
Grade 11	422	404	422	377	391	404	374	387	404	89.3	96.8	95.7
All Grades	423	404	422	377	391	404	374	387	404	89.1	96.8	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*			*			*		
Grade 11	2616.5	2628.9	2637.0	26	31	29.95	43	43	45.05	21	16	17.82	9	10	7.18
All Grades	N/A	N/A	N/A	26	31	29.95	43	43	45.05	21	16	17.82	9	10	7.18

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 8	*			*			*			
Grade 11	36	36	47.15	53	52	43.92	12	12	8.93	
All Grades	36	36	47.15	53	52	43.92	12	12	8.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	39	44	41.19	46	44	47.89	15	12	10.92
All Grades	39	44	41.19	46	44	47.89	15	12	10.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	22	25	28.78	66	65	65.01	13	10	6.20
All Grades	22	25	28.78	66	65	65.01	13	10	6.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	35	47	47.64	57	45	45.66	8	8	6.70
All Grades	35	47	47.64	57	45	45.66	8	8	6.70

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	1			0			0			0.0		
Grade 11	422	404	422	379	392	406	374	389	406	89.8	97	96.2
All Grades	423	404	422	379	392	406	374	389	406	89.6	97	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*			*			*		
Grade 11	2593.8	2610.6	2616.5	12	15	16.01	26	32	35.71	28	30	24.14	33	23	24.14
All Grades	N/A	N/A	N/A	12	15	16.01	26	32	35.71	28	30	24.14	33	23	24.14

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 8	*			*			*			
Grade 11	20	31	34.24	40	42	36.21	39	28	29.56	
All Grades	20	31	34.24	40	42	36.21	39	28	29.56	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	21	17	22.91	54	59	52.46	24	24	24.63
All Grades	21	17	22.91	54	59	52.46	24	24	24.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	22	21	22.66	53	64	63.05	24	15	14.29
All Grades	22	21	22.66	53	64	63.05	24	15	14.29

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		12	7	63	40	36	32	36	29	5	12	14			14
10	14	6	6	33	61	39	43	22	44	10	6	11		6	
11	8	28	25	31	33	25	54	39	38	8		13			
12	56			33	50	46	11	36	15		14	15			23
Total	15	12	8	42	45	38	37	33	32	6	8	13		1	9

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	9	13	16	57	37	37	26	33	21	4	10	11	4	7	16
10	17	5	5	30	62	43	43	24	38	9	5	14		5	
11	21	24	15	21	43	15	47	33	46	5		23	5		
12	37	17	5	33	50	35	19	17	30	11	13	15		3	15
Total	22	15	10	36	47	34	33	26	33	8	8	15	2	4	8

Conclusions based on this data:

1.

Planned Improvements in Student Performance

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

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.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goal (s):

1.1: Pleasant Valley students will have access to curriculum, instructional materials, and technology to support student achievement of the CCSS.

1.2: Utilize district resources to analyze and maintain site facilities with the goal of identifying, prioritizing, and repairing at least 50% of all major problem areas on site each year.

Elementary Version:

Comply with Williams Act requirements

Adhere to the CUSD technology plan

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Review credentials and assignments.	- Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments	<ul style="list-style-type: none"> HR Data- Number of teachers with appropriate credential and teaching in correct subject area Williams Act Report 	All	Human Resources	LCFF - Base	
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 (digital scales, calculators, and other technology relevant to instructional methodology) Timeline: August-June	- Williams Act Report	All	Materials Renaissance Place (Total District Cost) Illuminate (Total District Cost)	LCFF - Base LCFF - District Supplemental LCFF - Base	84,000 68,000

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 <p>Timeline: August-June</p>	Williams Act Report	All	M&O	LCFF - Base	

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 <p>Timeline: August-June</p>	Site Student to Computer Device Ratio	All	IT Tech Infrastructure Upgrades	LCFF - Base 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 	- Libraries will be maintained and available for student use.	PVHS Library Media Teacher- 1.0 FTE Library Media Assistants staffed at 1.35 FTE per day IT Support- 1.0 FTE per day	All	Librarians & Library Media Assistants (Total District Cost) IT Support	LCFF - District Supplemental LCFF - Base	794,091

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Continue to provide information to families on resources supporting technology: <ul style="list-style-type: none"> • Computers for Classrooms • Comcast Internet Access 	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

Planned Improvements in Student Performance

<p>LCAP 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 CCSS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
<p>Site Goal (s):</p> <p>2.1: Pleasant Valley students will receive high-quality instruction increasingly aligned with the California State Content Standards.</p> <p>2.2: PVHS will increase the number of students who meet or exceed the standards as tested on the SBAC by 5% in ELA/Literacy and 5% in Mathematics.</p> <p>Elementary Version: * all certificated personnel will move to stage 2 or higher on the CCSS implementation plan * all certificated personnel will participate in a minimum of 15 hours of PD related to CCSS * all certificated personnel will meet a minimum of 10 times to analyze student achievement data</p>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	- The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with ILT/Leadership team and modify site PD opportunities.	CSCS Survey	All			

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development in: <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 assessments 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. 	<ul style="list-style-type: none"> Common Math Assessments Common English pacing and assessments 11th Grade SBAC Results Sign-in PD Sheets 	All	Collaboration Days- No Funds Needed Site PD Title II - Site District PD Title II - District Opportunities		
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	- Develop common ELA Writing Rubric TK-12 (Argumentative)	<ul style="list-style-type: none"> District-wide ELA Rubric for Argumentative Writing DLC Meetings 	All	TOSAs (Total District Cost) See Goal 3		

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Release time for peer rounds observations and debrief.	- Interested teachers will participate in long term professional development opportunities	ABEO Participation Rate	All	ABEO	Title II - District	

Planned Improvements in Student Performance

<p>LCAP 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 students graduating from high school fully prepared for college and careers.
<p>Site Goal (s):</p> <p>3.1: Increase student achievement for all students in all subgroups as measured by global, state, district, and site assessments.</p> <p>3.2: Increase re-designation rate of EL's by 10%.</p> <p>Elementary Version: * will address the needs of high concern students through the RTI process * monitor student progress through the use of site/district assessments with results being reported in Illuminate and disaggregated by staff * will adhere to district technology plan to ensure access to online assessments</p>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Secondary counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	- Research and implement an Early Warning System to identify and support students in danger of not graduating.	<ul style="list-style-type: none"> • A-G Course Completion Rate • Percent of students completing Career Pathways 	All	Secondary Counselors (Total Cost for all Secondary Sites)	LCFF - District Supplemental	1,488,000
				.15 FTE PVHS Secondary Counselor (Schultz), Site Discretionary Budget		9,650
				.15 FTE PVHS Secondary Counselor (Schultz)	LCFF - Site Supplemental	9,650

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 ELD Team to meet and determine appropriate criteria for re-designation Utilize Read 180 Curriculum for struggling students Offer a variety of AP courses 	<ul style="list-style-type: none"> Site visit dates? Site Discussion and Outcomes? EAP College Ready Rates AP Course Enrollment Rate EL Reclassification Rate Percent Making Progress towards English Proficiency according to CELDT Rate of students scoring 3 or higher on 	All	LCAP Funded Support Teachers (includes a current vacancy?) Read 180	LCFF - Site Supplemental LCFF - Site Supplemental	161,111

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide the following services to improve instruction: <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) Guidance Aides Bilingual Aides TK Instructional Aides 	- Counseling Staff will conduct intervention conferences with all struggling frosh each semester	- Conference Schedule? Counselor Schedule?	All	Targeted Case Managers (Total District Cost) Bilingual Aides (Total District Cost)	LCFF - District Supplemental LCFF - District Supplemental	357,353 452,158
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Not Applicable					
Provide after school homework support at Elementary and Secondary as per site's needs.			All			

Planned Improvements in Student Performance

LCAP Goal 4: Provide opportunities for meaningful parent involvement and input
<ul style="list-style-type: none"> • 4.1: For students at all schools, provide training and support to increase the numbers 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
SPSA Site Goal (s):
<p>4.1: All (100% of) PVHS teachers will use and update Aeries gradebooks for all classes on a weekly basis.</p> <p>4.2: Through an increase in parent involvement in school activities and membership groups, increase completion of CUSD Parent/Student Acknowledgment through the use of Parent Portal.</p> <p>Elementary Version: * offer a minimum of 4 parent/family events * establish a baseline of the percentage of parent involvement</p>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <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 			All			

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> • Parent Portal feature in Aeries and Illuminate • 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 	Percent of parents with Aeries accounts Instructional Council meeting dates Student Survey?	All			
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> • increasing parent participation • District English Learner Advisory Committee (DELAC) 	- Utilize TCM to facilitate student/parent communication	DELAC Sign In Sheets	All	See Goal 3		
Establish baseline for parent involvement in: <ul style="list-style-type: none"> • Parent Information/BTSN • SSC • Site ELAC/DELAC 	- Advertise activities in multiple languages	Site Activity Sign In Sheets	All			

Planned Improvements in Student Performance

LCAP Goal 5: Improve School Climate:
<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.
Site Goal (s):
<p>5.1: Maintain or increase 96% attendance rate by offering a range of educational options to meet needs of all students.</p> <p>5.2: Increase the frequency and attendance of extra and co-curricular opportunities to encourage participation by all sub-groups.</p> <p>Elementary Version: * maintain or improve current attendance rates * establish a "Reset" program to reduce and suspension and expulsion rate by 5% or more</p>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development for all staff in: <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 	- Make teachers aware of PD opportunities	Number of Office Referrals	All	District PD Opportunities Site PD Opportunities (Portion of total site Title II funds, does not include carryover)	Title II - District Title II - Site	32,599

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
<ul style="list-style-type: none"> Provide parent, education/training classes to improve student attendance. 	<ul style="list-style-type: none"> Host monthly parent seminars for disenfranchised 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 	<ul style="list-style-type: none"> Sign In Sheets Site Attendance Rate Chronic Absenteeism Rate Number of Students attending Saturday School Dropout Rate Graduation Rate 		Saturday School Staffing		
<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 	<ul style="list-style-type: none"> In-School Suspension Rate Out of School Suspension Rate Save Rate 				

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide health, social-emotional counseling support services: <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 Aides • Provide MNI Services as needed 	- Expulsion Rate		Nurses (Total District Cost) Health Assistants (Total District Cost) MNI (Total District Cost)	LCFF - District Supplemental LCFF - District Supplemental LCFF - District Supplemental	107,044 496,363 336,250
Increase campus supervision as per site needs.	- Employ current campus supervisors	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF - District Supplemental	616,831
Support student engagement in Art, Music, and PE activities at the elementary schools.	Not Applicable					
Support student engagement at the high schools by encouraging participation in sports teams.	- Provide numerous sports opportunities	Student Participation Rate		Coaching Stipends (Total District Cost)	LCFF - District Supplemental	367,825
Research availability of federal and state funds/grants for school resource officers.						

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	9,650.00
Donations	2,000.00
LCFF - Base	68,000.00
LCFF - District Supplemental	5,099,915.00
LCFF - Site Supplemental	170,761.00
One Time District Funding	100,000.00
Title II - Site	32,599.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,163,916.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		9,650.00
	Donations	2,000.00
	LCFF - Base	68,000.00
	LCFF - District Supplemental	3,937,999.00
	LCFF - District Supplemental	1,161,916.00
	LCFF - Site Supplemental	170,761.00
	One Time District Funding	100,000.00
	Title II - Site	32,599.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,046,091.00
Goal 3	2,477,922.00
Goal 4	2,000.00
Goal 5	1,956,912.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Beth Burton		X			
Mike Martinez				X	
Karen Olson		X			
Stacia Morrissey		X			
Ashley Friend					X
Julie Parker				X	
Michelle McGivern				X	
Adam Helton				X	
Mai Xiong			X		
Jaime Deas					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 November 27, 2017.

Attested:

John Shepherd

Typed Name of School Principal

Signature of School Principal

Date

Jaime Deas/Ashley Friend

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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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 . 11/28/17

Attested:

John Shepherd		12/4/17
Typed Name of School Principal	Signature of School Principal	Date
Jaime Deas/Ashley Friend		12/4/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date