

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- ☒ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds – “Principal’s Allocation” (Various General Fund resources: 00000.0 – LCFF, 11000 – Lottery Unrestricted, 63000.0 – Lottery – Instructional Materials) Purpose: Basic programs for all students and targeted services for English Learners, Low Income, and Foster Youth	\$63,935	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$63,935	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation (30100.0) Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$19,784	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$700	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality (40350.0) Purpose: Improve and increase the number of highly qualified teachers and principals	\$9,539		<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$0		Title III funds may not be consolidated as part of a SWP ⁷
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$0		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$0		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$0		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$29,323		
Total amount of state and federal categorical funds allocated to this school		\$93,258		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

⁷ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁸ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lynn David	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kayla Scripture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleonora Shirk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Van Ornum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiffany Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Frank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Kaufman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dawn Schneider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kage Parrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jacob Van Ornum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	3	2

⁸ EC Section 52852

Single Plan for Student Achievement
Vasquez High School



VASQUEZ
— HIGH SCHOOL —

2017-2018

The Single Plan for Student Achievement

School: **Vasquez High School**

District: **Acton Agua Dulce Unified School District**

County-District School (CDS) Code: **19-75309**

Principal: **Ty Devoe**

Date of this revision: **November 9, 2017**

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:

Contact Person: **Amanda Fischer**

Position: **Assistant Superintendent**

Telephone: **661 269 0750**

Address: **32248 Crown Valley Road, Acton, California 93510**

E-mail Address: **afischer@aadusd.k12.ca.us**

The District Governing Board reviewed this revision of the SPSA January 11, 2018.



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Form A: 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 academic performance index and adequate yearly progress growth 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:

LEA GOALS: 1. By June 30, 2018 maintain or increase grade level and mastering grade level Common Core State Standards. 2. By June 30, 2018 increase the percentage of English Learners who reclassify to Fully English Proficient. 3. By June 30, 2018 decrease the percentage of students who are chronically absent or truant. 7. By June 30, 2018 the school will maintain or increase students' access to standards aligned material	proficiency in core content areas for all students by accessing
SITE GOAL 1: Vasquez High School will increase the number of students achieving proficiency in core subjects with emphasis on Math.	

MEASURABLE TARGETS

- Increase the percentage of students meeting or exceeding the standards as measured through department benchmarks, D/F rate, and state assessments (CAASPP) by 2% per year through 2018-19.
- Increase the percent of eligible students enrolled in higher math courses each year through 2018-19.
- We will reduce the number of students scoring the equivalent of "Not Meeting Standard" on state math assessments (CAASPP) by 5% per year.
- Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.

RATIONALE (SUPPORTING DATA)

- CAASPP results indicate achievement below state averages, particularly in math, with only 22% of our juniors meeting or exceeding proficiency in the 2017 test administration; this is an increase of 5% from the previous year (17%).
- Student perception data indicates our after school tutoring program in math and science is a valuable resource. Continued support for students and collaborative placement systems should help ameliorate our historical deficiency in preparing students to achieve math proficiency. New math adoption materials include more support for students, and implementation of Khan Academy resources should also bolster student proficiency in math.

Critical Learner Needs: Math

Schoolwide Learning Outcomes: Critical and Creative Thinkers, Empowered Individuals

TASKS	PERSONS RESPONSIBLE AND INVOLVED	WAYS OF ASSESSING PROGRESS	MEANS TO MONITOR AND REPORT PROGRESS	TIMELINE	RESOURCES
Developing goals from formative assessments, data analysis and review, and modification of instruction by subject area	Department chairs, Teachers, Administrators	Formative and summative assessments, goal analysis and revision as necessary	Department meetings, Leadership Team meetings, PTSO, School Site Council	Completed EQ/FQ for all core subject courses and most electives in Spring 2017. Ongoing.	Scheduled time on site master calendar, Leadership Team meetings, staff meetings, PD time, Illuminate
Development of subject specific Common Core benchmark assessments to establish student performance goals	Department Chairs, Teachers, Administrators	Various assessment data, Illuminate, CAASPP results, Common Core Textbook Resources	Leadership Team meetings Department meetings, Staff Meetings	Fall 2017 and continuing	Illuminate, staff meeting time, Leadership Team meeting time, Common Core Textbook Online Resources and Assessments
Department collaboration in analyzing data, reviewing common assessments, and sharing best practices to improve student achievement	Leadership Team, Department chairs, Teachers, Administration	Benchmark results, Illuminate, Common Core performance tasks, Interim Assessments	Department meetings, Leadership Team meetings, Staff meetings	Fall 2017 and ongoing	Site master calendar, Common Core staff development and training, Common Core Text Adoption & Review
Use of Illuminate and data resources, including professional development and training, on data analysis and assessment preparation	Leadership Team, Department Chairs, Administrators, Teachers	Various assessments, performance tasks, and student achievement reports	Leadership team meetings, Department meetings, Staff meetings, PD calendar	Fall 2016 and ongoing	Illuminate training, staff development time
Schoolwide Professional Development of all staff in implementation of Common Core and NGSS	Leadership Team, Administration, Department Chairs, Teachers	Assessment data, Benchmarks, CAASPP results	Department goal review, Google docs	Spring 2014 through Spring 2017. NGSS ongoing.	Leadership Team meetings, Common Core materials, Curricular Maps by Department, New Common Core Textbook Adoptions
Implement subject specific, proactive interventions and provide students opportunities for reteaching and retaking assessments	Teachers, Leadership Team, Administrators, Counselor	Assessments results, D/F reports, tutoring participation results, test corrections	Leadership Team meetings, Department meetings, Staff meetings, School Site Council meetings	Fall 2013 and ongoing	District General Fund, Teachers, Materials, Tutoring schedule
Align grade level subject specific goals and key skills throughout secondary to optimize student preparation for subsequent courses	Teachers, Administrators, Leadership Team	Enrollment in higher level math courses, Course proficiency percentages, D/F Reports, Transcripts, Review of Common Core Textbook Pacing Guide each year	Leadership Team meetings, Department meetings, School Site Council	Spring 2014 through Spring 2017. EQ/FQ complete.	Adhoc meetings, Department meetings, Common Core trainings, Email, Common Core Textbook Adopt/Resources, Essential Questions

Department collaboration to develop and implement Common Core lessons and assessments, and to identify key skills by grade level and/or subject/course	Department chairs, Administrators, Teachers	Common Core materials, Common Core Textbook adoption and resources, Benchmark assessments, Formative and summative assessments in each course	Leadership Team meetings, Department meetings, Staff meetings	Spring 2014 through Spring 2017. Ongoing revision and polish.	Common Core trainings and staff development days, Common Core materials, Common Core textbook adoption with online resources, master site calendar, Adhocs
Implement Instructional Rounds and off-site teacher visits for peer observation and reflection as well as administrative walkthrough system.	Leadership Team, Teachers, Administrators,	Staff participation data, observations	Leadership Team meetings, Staff meetings, Department meetings	Fall 2014 and ongoing	Staff development time, PD time
Identify and acquire supplemental instructional materials and supplies to help teachers and students enhance the learning process.	Leadership Team, teachers, administrators	Purchase orders, master textbook list, observation data	Leadership Team meetings, Staff meetings, Department meetings, PA budget expenditures	Fall 2016 and ongoing	PA budget, District allocations
Monitor student progress and refer to support systems as needed.	Leadership Team, teachers, administrators, counselors, records clerk	Tutoring program, progress reports, report cards, transcripts, Aeries Gradebook, SSTs	Math department adhoc, Leadership team, staff meetings	Fall 2016	Aeries Gradebook, tutoring program, test corrections, PA budget, Illuminate
Increase the percentage of English Learners who are reclassified English proficient	Leadership Team, teachers, administrators, EL aides	ELPAC scores, RFEP numbers	ELAC, DELAC, Leadership team meetings, staff meetings,	Fall 2016	EL Master Plan, Aeries Gradebook, teacher reports, teacher release time
Monitor attendance monthly, send letters for chronically absent and truant students, and implement SART/DART/SARB meetings	Records clerk, administration, local law enforcement	Aeries attendance data	Aeries reports, SARC, Leadership team meetings, ADCO	Fall 2016	Aeries, PA budget

SITE GOAL 2: Vasquez High School will improve professional culture and communication through the discussion and implementation of teaching pedagogy rooted in current educational research to increase learning and performance for all students.

MEASUREABLE TARGETS

- The focus of Professional development will be designed toward the achievement of identified action plan goals and at least 50% of contractual staff meeting time will be dedicated to professional development as measured by agendas, calendars, communication and materials beginning in 2014 through 2018-19.
- After obtaining a baseline effectiveness of existing stakeholder communication methods through a staff survey, the Leadership Team will generate an action plan goal for improvement that includes measureable and attainable target benchmarks for improvement through the 2018-19 school year.
- Clarify school wide behavioral and academic expectations, policies, procedures and consequences that are communicated to all stakeholders through various methods.
- Vasquez High School will transform into a professional learning community as measured through stakeholder surveys and classroom observations.
- Continue to develop a school-wide systemic process for monitoring and evaluating student performance data and implementing modifications to meet the learning needs of all students, as measured through Illuminate data, pacing guide adjustments, student placement and performance data.

RATIONALE (SUPPORTING DATA)

- There is a need to cultivate a professional culture in which current educational research and methods are shared and discussed in a formal system designed to foster efficacy and growth. We need more professional development and we need the resources to bring the world to us in a spirit of learning and improvement to create a true professional learning community.
- The self-study and visiting team report were aligned in declaring a significant need for enhanced communication among all stakeholders.
- All stakeholders and the visiting team noted a lack of cohesion in professional pedagogy both in classroom practice and site communication and expectations. Our leadership team is committed to the creative expansion of staff development within the limitations of the current collective bargaining agreement and a collaboratively designed staff handbook as solutions to this goal.

Critical Learner Needs: Professional Learning Community, Current Educational Research, Communication

Schoolwide Learning Outcomes: Critical and Creative Thinkers, Effective Communicators, Technologically Proficient Citizens, Empowered Individuals

TASKS	PERSONS RESPONSIBLE AND INVOLVED	WAYS OF ASSESSING PROGRESS	MEANS TO MONITOR AND REPORT PROGRESS	TIMELINE	RESOURCES
Seek and implement creative ways to optimize professional development scheduled time	Departments, Leadership team, Administration	School calendar, PD meeting agendas, classroom observations, student and staff surveys	Leadership team meetings, staff meetings, website, department meetings, adhoc	Spring 2014 and ongoing	Staff meetings, PD meetings, school website, email, leadership team meetings
Implement a system of instructional rounds for peer to peer and administrative observation including focused monthly rubrics and internal accountability	Departments, Leadership team, Administration	Classroom observations, instructional rounds data	staff meetings, website, department meetings, leadership team meetings, adhoc	Fall 2014	PA Account, Staff development funding, observation rubrics aligned to PD focus areas, leadership meetings, department meetings, staff meetings, Google docs, shared drives
Prioritize and design an effective systemic professional development plan based on staff survey, current educational research and site needs	Leadership Team, Administration	Master calendar, PD agendas and materials, Focus on Learning action plan, classroom observation data, instructional rounds data	Staff meetings, leadership team meetings, department meetings, website	Fall 2014 and ongoing	Master calendar, Staff development funding, PD agendas and materials, leadership meetings, department meetings, staff meetings, action plan
Seek a means to implement a regular system of dissemination and discussion of PD materials	Departments, Leadership team, Administration, Staff	Documentation, email, classroom observation data, instructional rounds data, surveys	Staff meetings, leadership team meetings, department meetings	Fall 2014 and ongoing	Articles, webinars, books, journals, staff meetings, voluntary lunch meetings, email, shared folders
Create an updated and comprehensive staff handbook	Leadership team, administrators, staff	Classroom observations, instructional rounds data, physical handbook, website	Staff meetings, email, consistency in classroom observations, staff survey data	Fall 2014 and ongoing	Previous handbook, current registration materials, updated parent student handbook, Adobe software
Use common language in all syllabi that promotes academic rigor and aligned expectations in all classrooms	Departments, Leadership team, Administration, Staff	Syllabi published on school website, student surveys, email	Student surveys, staff surveys, parent surveys, website, staff meetings, leadership team meetings, department meetings	Fall 2014 and ongoing	Model syllabi language, leadership team collaboration, staff collaboration, staff handbook
Promote awareness of expectations, policies,	Administration	School Connects system data, website	Parent and student surveys, Parent student	Spring 2014 and ongoing	Adobe software, school website, marquee, current

procedures and consequences through parent/student events, school website, all call system		registration documents, parent student handbook, master calendar, marquee	handbook signoffs, discipline records		documentation, parent student handbook, teacher websites, Google Classroom,
Continue improving communication between school site and parents/community	Administrators, staff, teachers, parents, and students	Perception Data, Increased student and parent participation in extracurricular offerings	Leadership Team meetings, Department meetings, Staff meetings	Fall 2013 and on-going	School and district website, Marquee, Blackboard, social media, Master Site Calendar, Course of Study Handbook
Increase intra and interdepartmental sharing of best practices in critical thinking strategies to improve student learning.	Departments, Leadership team, Administration	Student performance data, Illuminate data, Instructional rounds, classroom observations	Leadership Team meetings, Department meetings, Staff meetings, website, Board meetings	Fall 2016 and ongoing	Human resources, staff meeting time, PD time, leadership time, release days, PD days, DOK wheels, shared folders
Research and Identify best practices in differentiated instruction across subject areas to optimize student learning.	Departments, Leadership team, Administration	Classroom observations, instructional rounds data	staff meetings, website, department meetings, leadership team meetings, adhoc	Fall 2016 and ongoing	PA Account, Staff development funding, observation rubrics aligned to PD focus areas, leadership meetings, department meetings, staff meetings, Google docs

LEA GOALS: 3. Continue academic and behavior support with counselors and school-wide behavior programs. 4. By June 30, 2018 maintain or increase the percentage of parents, students and staff who feel that our school provides a safe, secure, and positive environment for our students to learn 5. By June 30, 2018 maintain or increase the percentage of students who are on-track to graduate from high school.

SITE GOAL 3: Vasquez High School will increase the support of all students toward successfully reaching Student Learning Objectives and academic rigor, as measured by perception and participation data, observation data, summative assessments, and the number of students formally prepared for college and career.

MEASUREABLE TARGETS

- We will increase the percentage of the student body participating in extra or co-curricular activities by 3% each year through the 2018-19 school year.
- We will increase the percentage of students prepared for college and career through the measurement of AP and Honors enrollment, UC A-G requirement completion, CTE participation, D/F rates, credit deficiency rates, and GPA analysis.
- The Student Learning Objectives will become more deeply embedded into campus culture as measured by stakeholder surveys and classroom observation data.
- Explore and develop relevant content area curriculum aligned to CCSS that promotes critical thinking and learning for all students as measured by student performance data.
- Integrate career/college exploration fairs/lesson plans/college lectures into school curriculum, tracking student progress through career/college application and acceptance
- Generate and maintain a consistent and effective transition goal support program for our Special Education students.

RATIONALE (SUPPORTING DATA)

- The self-study demonstrated a strong need to continue expanding career exploration, preparation, and vocational opportunities for all students, as well as college readiness.

- The self-study and visiting team indicated the need for a formal system of elevating and aligning school-wide academic expectations.

Critical Learner Needs: College and career readiness, rigorous academic expectations, use of data to drive instruction, common assessments

Schoolwide Learning Outcomes: Critical and creative thinkers, effective communicators, empowered individuals, technologically proficient citizens, community participants

TASKS	PERSONS RESPONSIBLE AND INVOLVED	WAYS OF ASSESSING PROGRESS	MEANS TO MONITOR AND REPORT PROGRESS	TIMELINE	RESOURCES
Collaborative establishment of department norms and alignment both internally and with secondary counterparts	Departments, Leadership team, Administration	Classroom observations data, instructional rounds data, adhocs, department meeting minutes, Illuminate data	Staff meetings, email, release days, documentation, website, Illuminate data	Fall 2014 and ongoing	Department meeting time, staff meeting time, Illuminate program
Periodic review of department and school wide data through Illuminate to determine proficiency rates, reteaching priorities, and internal alignment.	Departments, Leadership team, Administration	Department assessment analysis, revised curricular maps, department meeting minutes, common assessments, classroom observation data	Illuminate data, common assessments, department meeting agendas and minutes, staff meetings	Spring 2014 and ongoing	Department meeting, leadership team meetings, PA Account, Staff development funding, model assessments, Illuminate data
Employ social and emotional support groups for identified student cohorts	Administration, school counselors, district psychologists, ASB director, teachers	Student participation in regular meetings, referral and counseling data	Monthly meeting with district psychologist and administration	Spring 2014 and ongoing	District psychologists, counseling staff, professional development
Expand extra and co-curricular opportunities for VHS students and increase awareness through better communication	Teachers, ASB Administrators, Counselors	Increase in quantity of clubs on campus, Increased activities publicized in morning announcements, Data perception analysis	Leadership Team meetings, Staff meetings, Local publications	Fall 2013 and ongoing	Teacher volunteers, Marquee, website/social media, morning announcements, ASB marketing, Google Classroom
Shape campus culture into a positive, ethical and academically rigorous environment through example, utilizing positive reward systems, increased volunteerism and student outreach	Teachers, Administrators, Leadership Team, students, counselors	Increased use of regular reward systems, and peer outreach programs, Core Values program data, discipline records, community service projects, surveys	Master Calendar, Leadership Team meetings, ASB class, Proactive mental health workshops	Spring 2013 and ongoing	Master Site Calendar, teachers, website, PTSO, student volunteers, ASB students and advisor
Embed the Student Learning Objectives into campus culture through identifying opportunities in both classroom and extra-curricular environments	Teachers, Administrators, Leadership Team, students	Concrete plans to incorporate SLOs into campus culture, staff and student surveys	Perception data, staff meetings, email, website, marquee, classroom observation data, instructional rounds data	Fall 2014 and ongoing	Website, marquee, parent student handbook, classroom curriculum, classroom environment, campus events, master calendar
Invite and plan college/career	Counselors, senior	Master Calendar, ASB	Staff meetings, email,	Fall 2014 and	Website, marquee, master

fairs, speakers, and awareness events into fall and spring school activities	advisor, administration, ASB, students, staff	events, website, marquee, perception data	website, marquee, stakeholder survey data	ongoing	calendar, ASB events calendar, yearbook, local valley fairs
Increase awareness of post-secondary preparation and opportunities for underclassmen	Counselors, teachers, administrators, staff, students	Master calendar, ASB events, counseling events calendar, ONet usage reports, post-secondary enrollment data	Website, marquee, recognition events, staff meetings, leadership team meetings, counselor calendar, student participation data, student surveys	Fall 2014 and ongoing	Website, marquee, master calendar, ASB events, career and college events, Naviance, surveys, enrollment data
Create and implement a formal system to track post-secondary graduate college or career progress	Counselors, administration	Survey data	Survey Monkey, staff meetings, leadership team meetings, website, marquee	Fall 2014 and ongoing	Survey Monkey, alumni data, website, Naviance
Compare Common Core State Standards across disciplines and identify key student skills for campus-wide focal points in classroom instruction.	Counselors, teachers, administrators, staff, students	Student performance	Leadership and Staff meeting agendas, SPSA, Action Plan, student performance	Fall 2016 and ongoing	Human resources, staff meeting time, PD time, leadership time, release days, PD days
Research, share, and integrate 21 st Century skills and technology training for all students into school curriculum	Counselors, teachers, administrators, staff, students	Technology Literacy course, Naviance	Curriculum monitoring, Naviance data, Program of Study, Graduation requirements	Fall 2016 and ongoing	Graduation requirements, Program of Study, ISTE standards, Naviance, Technology Literacy curriculum
Offer robust credit recovery and blended learning programs to help our students regain credits or customize courses of study and graduate.	Counselors, administrators, teachers	Four-year plans, graduation rates, credit summaries, Aeries reports	Aeries reports, four-year plans, Naviance data,	Fall 2014 and ongoing	FueledEd, Apex, Middlebury, Computer Labs, Chromebooks

Form B: 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.

School Goal I - Math

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source(s)
▪ Math tutoring	Nov-June	Teacher Hourly	\$9600	PA
▪ Transmath Supplemental Materials	Oct-June	Materials	\$6000	PA
▪ Illuminate Data Program	Nov-June	Software	\$4000	District
▪ Math Adoption Resources	July 2016	Materials	\$18000	PA

School Goal II – Professional Culture and Communication

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source(s)
▪ Site & Off-Campus Release time for teachers	Oct-May	Substitute Cost	\$6000	PA
▪ Adhoc Release days by Dept.	Aug-May	Substitute Cost	\$5000	PA
▪ Department Meeting Release Days	Oct-June	Substitute Cost	\$4620	PA
▪ Professional Development Days	Aug-May	District Cost	\$20000	District
▪ Digital Photo / Video Production	Aug-June	Equipment	\$11000	PA

School Goal III – Student Learning Objectives and Academic Rigor

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source(s)
▪ Mental Health, Career, & Support Group Counselor	Sept-June	Salary	\$80000	District
▪ College Trips	Sept-April	Bus Trans	\$2500	PA
▪ TurnItIn.com	Aug-June	Annual contract	\$2500	PA
▪ Naviance	Aug-June	Annual contract	\$11000	PA
▪ Apex and Middlebury Online	Aug-June	Annual contract	\$20000	PA

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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- ☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> LCFF (Local Control Funding Formula) Purpose: Support site goals, school vision and operation	\$175,816	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$175,816	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$0	<input type="checkbox"/>

<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$0		<input type="checkbox"/>
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0		<input type="checkbox"/>
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$0		Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0		<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$0	
Total amount of state and federal categorical funds allocated to this school		\$175,816	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Astrid Jimenez					X
Rachel Anderson		X			
Lisa Simonian			X		
Shilo Villasenor			X		
Deanna Main				X	
Nicole Hannasch			X		
Amy Frank				X	
Denise Wessel				X	
Sarah D'Errico		X			
Ty Devoe	X				
Sally Mostafa		X			
Crystal Moskovitz				X	
Amy Ajungo					X
Ashley Chaney		X			
Numbers of members in each category	1	4	3	4	2

² EC Section 52852

Form E: Recommendations and Assurances


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


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 _____
 - ☐ English Learner Advisory Committee _____
 - ☐ Special Education Advisory Committee _____
 - ☐ Gifted and Talented Education Advisory Committee _____
 - ☐ District/School Liaison Team for schools in Program Improvement _____
 - ☐ Compensatory Education Advisory Committee _____
 - ☐ Departmental Advisory Committee (secondary) _____
 - ☐ Other committees established by the school or district (list) _____
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: Thursday, March 3, 2016.

Attested:

Ty Devoe
Typed name of School Principal

Amy Frank
Typed name of SSC Chairperson


Signature of School Principal 11/09/17
Date


Signature of SSC Chairperson 11/09/17