

# The School Plan for Student Achievement

**School:** Valley Continuation High School  
**CDS Code:** 37681063732054  
**District:** Escondido Union High School District  
**Principal:** Daniel Barajas  
**Revision Date:**

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

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

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

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## School Vision and Mission

### Valley Continuation High School's Vision and Mission Statements

## School Profile

Valley High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. As an alternative education high school, the entire staff understands the importance of identifying and meeting the needs of each student. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. The school is proud to have been named a Model Continuation High School and is accredited by the Western Association of Schools and Colleges (WASC).

## 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).

Every year parents are surveyed for ELAC and based on the results of the survey, we use that information to determine which day of the week meetings will be held and the time. In addition, all stakeholders have an opportunity to take the LCAP survey to give input to the actions and services that will become part of the plan. We also have four separate meetings at the school site in addition to those held at the district where parents, students, staff, and community members have an opportunity to provide input and suggestions to the LCAP. We also hold Site-Council meetings on the third Wednesday of each month where stakeholders are invited to attend and provide input and suggestions to this plan. It is during this meeting where the plan is approved and any necessary amendments during the school year. Parents are also invited to a Title I meeting each year to discuss the plan for Title I funds and how they are disbursed to our school. All information provided during these meetings is shared with the District Cabinet and the Board of Education.

### Classroom Observations

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

Classrooms are visited informally by site administrators for the purpose of monitoring of our site based goal of increasing group collaboration and student discourse across all content areas. In addition to our informal walks, the Principal walks specific content classroom monthly with the Assistant Superintendent of Educational Services. The San Diego County of Education also supports learning walks once per semester. They collect data around task orientation as it pertains to Hess's Rigor Matrix. That information is used to help plan how we will support teachers and students to meet the demands of the content standards. This year the findings from the Learning Walks are one of multiple measures we will use to create our site professional learning plan.

### 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)

Our students consistently struggle to meet the standards in Math and English Language Arts. This is often the result of students coming to our school with significant gaps in their learning and education. To address this issue we have rewritten and revised our curriculum in all content areas so they are aligned with the new California State Standards and are academically rigorous.

Since the implementation of our new curriculum, we have increased the number of students who have met or almost met the ELA standards. During the 2016 school year, we increased 5% the number of students who almost met the standards and increased by 10% the number of students who met the ELA standards.

Most of the students who attend Valley High School are classified as Long Term English Language Learners (LTEL) who have CELDT scores of 3 or higher. To meet the needs of these students our Bilingual Assessment Technician meets with every non-RFEP student and reviews their personal languages assessment data with them. The purpose of this meeting is to explain the purpose of the CELDT, what it means to be reclassified and then, with the assistance of the school counselor, provide recommendations for interventions and supports.

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

In the 2016-2017 school year our school site began to implement an integrated math curriculum that provides students with increased exposure to math topics. The first year of implementing this curriculum the number of students who nearly met the mathematics standards increased by 2%. To continue our growth in this area our mathematics department has been working collaboratively with an outside agency around research-based best practices for mathematics instruction. Additionally, our department chair has one release period as a mathematics coach to work with our other mathematics teachers. However, one issue that will remain a constraint for us at Valley High School is the lack of a required third year of math. We currently do not offer a third year of math because it is not a graduation requirement, but the state assessment measures student learning through a three-year math program.

#### Staffing and Professional Development

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

All staff are highly qualified and as such hold the all required credentials for the courses they teach.

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

Teachers participate during the year in district sponsored professional learning at the District Service Center and at the School Site. In addition, 4-6 teachers have the opportunity to participate in AVID Summer Institute and the California Continuation Education Association Conference each year.

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

Valley High staff receives assessment results in a timely manner. The results of assessments are used to provide school staff the data necessary to consider and plan curriculum changes, staff development and school improvement. The results of these tests indicate that the majority of Valley High School students need additional support in both English and Math.

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

The site has hired Content Area Teachers on Special Assignment as instructional coaches to work with teachers. The site embedded coaches will work with teachers in the content areas of English Language Arts, English Language Learners and Mathematics. The TOSAs will work with teachers to provide professional learning and implementation of "best practices" for student instruction.

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

To implement the school-wide literacy routines, the focus of our PLC groups has been centered on refining the curriculum for our Connections class. This process was valuable not only because it gave the entire teaching staff a common instructional goal, but it also provided feedback to our curriculum writing team. To help support this work, teachers attended professional workshops provided by the consulting firm, Education Associates. In this process, teachers received professional learning and additional resources to help them implement literacy routines not only in their Connections class, but in their core academic subjects as well. School-wide literacy routines were a focus for our PLC groups for three years.

Last school year we transitioned to a focus on anchor standards across all content areas and gave each department a focus standard to work on during each trimester. English Language Arts had a curriculum re-write at the beginning last school year and were given latitude to work on their curricular changes and adjustments during PLC.

In the current school year, we have given the PLC content groups the autonomy to decide what their focus will be for the school year. They must connect the work to data that can be measured, they must connect their work to the district instructional focus, and ensure that their collaborative work focuses on one of the anchor standards of their choice. Teachers are creating plans with the knowledge that these are living documents and can be modified as needed based on the academic needs of their students. Additionally, this time is used to develop common assessment rubrics to increase and improve student achievement both short term as well as long term.

### Teaching and Learning

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

All curriculum is approved by the Escondido Union High School District's Board of Education and aligned to the California Common Core Content Standards.

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

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

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

All curriculum is available for review at any time on the EUHSD website ([www.euhd.org](http://www.euhd.org)). Parents or community members may request to view any such document at the school site and a copy will be made available.

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)

All students have access to all of the courses offered at Valley High School. All instructional materials for intervention and direct instruction are approved by the school board and aligned to the California Common Core Content Standards.

## Opportunity and Equal Educational Access

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

The staff members at Valley High School are very fortunate in that the Escondido Union High School District has adopted Professional Learning Communities in order to improve student achievement. Valley High School has been focusing on the concept of continuous school improvement as our ideal. We believe that it takes a coordinated team effort to effectively enact change in a school environment. We have decided that we are all willing to take responsibility for student learning. As such, the work of reviewing data and making changes does not lie solely in the hands of the principal or assistant principal, but rather it is reviewed, discussed, developed and implemented by the school staff as a team in a continuous cycle of improvement

### 14. Research-based educational practices to raise student achievement

## Parental Involvement

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

Parent education is offered at the ELAC meetings and child care is available to all who attend. Often, parents bring their student for special presentations on topics such as scholarships, college entrance, AVID, careers or drug use prevention. In addition to meetings, parents are kept informed of school offerings through the use of the Blackboard calling system, and student led parent conferences.

### 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)

Valley High School PLC teams meet a minimum of one time per month to review their curriculum and coordinate the implementation of the curriculum and best practices. In addition, site department chairpersons meet with the chairpersons from other district schools at least four times per year at Subject Area Committee (SAC) meetings in order to share ideas, review curriculum proposals and recommend curriculum revisions as part of a district-wide Professional Learning Community. Staff members and parents may also serve on the Instructional Program Review Committee (IPRC), which makes final decisions to recommend the addition of new courses district-wide.

Additionally, staff members, parents, students, and community members may also participate on several site-based decision making committees such as the School Site Council, English Language Advisory Committee (ELAC), and the Student Success Team (SST). Budgetary recommendations are made by staff, students and stakeholders that participate on the School Site Council, LCAP Advisory Committee or ELAC. Those working with Student Study Teams focus solely on curriculum and student issues and community members do not participate in these meetings..

## Funding

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

- \* Tutoring
- \* Professional Learning for Staff
- \* Content Area Teachers on Special Assignment

### 18. Fiscal support (EPC)

The district fiscal support through the LCAP funding process. Multiple opportunities are provided for parents, staff, students, and community members to provide input during the school year. Public meetings are held at the school site for parents to hear about proposed actions and services.

## Description of Barriers and Related School Goals

Valley High School like many Continuation Schools has a very transient population. Students come and go due to different life circumstances and challenges. Many of our students struggle to attend their previous sites regularly which creates significant gaps in their education. We work closely with the families through our site social worker and district social worker to meet the needs of the students and try to remove as many barriers as possible to their attendance. Lack of consistent attendance is significant barrier in meeting all students educational needs as many students often meet one day per week. Increasing attendance has always been goal and we will be restructuring our systems to create greater accountability for students and a new structure to work with families to make sure they have all the resources they need to help their child be successful.

We are always working to refine our PLC process. One of the tenants of PLC is to be reflective practitioners and to always be in a continuous cycle of improvement. During the 2018-2019 school year the staff will be focusing their PLC work in multi-disciplinary teams to further the work of the District Instructional Focus

1. Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.
2. Refine and strengthen site based Professional Learning Communities (PLC) (VHS WASC GOAL III).
3. Increase support to students in core content area courses.
4.
  - Increase Parent Involvement in school meetings and activities
  - Increase opportunities for Parent Education Workshops that promotes building healthy relationships with their child and provides parents research based strategies
  - Increase opportunities for parents to provide feedback to school related actions and services.
5. Provide resources, programs and services that support a learning culture which is respectful, safe and secure.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	152	128	126	138	109	120	137	107	109	90.8	85.2	95.2
All Grades	152	128	126	138	109	120	137	107	109	90.8	85.2	95.2

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2489.5	2458.7	2447.8	1	0.00	0.00	13	6.54	8.26	32	27.10	19.27	53	66.36	72.48
All Grades	N/A	N/A	N/A	1	0.00	0.00	13	6.54	8.26	32	27.10	19.27	53	66.36	72.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	2.80	1.83	45	32.71	39.45	48	64.49	58.72
All Grades	7	2.80	1.83	45	32.71	39.45	48	64.49	58.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	0.00	0.92	44	24.30	17.43	54	75.70	81.65
All Grades	2	0.00	0.92	44	24.30	17.43	54	75.70	81.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	0.93	0.92	50	59.81	48.62	47	39.25	50.46
All Grades	4	0.93	0.92	50	59.81	48.62	47	39.25	50.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	0.93	1.83	51	40.19	32.11	43	58.88	66.06
All Grades	6	0.93	1.83	51	40.19	32.11	43	58.88	66.06



**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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	151	128	125	136	107	118	136	102	118	90.1	83.6	94.4
All Grades	151	128	125	136	107	118	136	102	118	90.1	83.6	94.4

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2424.9	2410.1	2397.7	0	0.00	0.00	0	0.00	0.00	5	2.94	3.39	95	97.06	96.61
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	5	2.94	3.39	95	97.06	96.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	6	1.96	0.00	94	98.04	100.0
All Grades	0	0.00	0.00	6	1.96	0.00	94	98.04	100.0

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	29	18.63	12.71	71	81.37	87.29
All Grades	0	0.00	0.00	29	18.63	12.71	71	81.37	87.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	43	43.14	31.36	57	56.86	68.64
All Grades	0	0.00	0.00	43	43.14	31.36	57	56.86	68.64

#### 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10							***				***				
11	3	14		55	55		31	32		10					
12	27	15		52	56		19	17		1	12				
Total	20	14		51	55		25	22		4	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10							75				***		25		
11	3	14		53	55		30	32		13					
12	27	15		52	56		19	17		1	12				
Total	20	14		50	55		24	22		5	9		1		

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Academic Achievement</b>
<b>LEA/LCAP GOAL:</b>
Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready
<b>SCHOOL GOAL #1:</b>
<ul style="list-style-type: none"><li>• Continue to support school-wide academic rigor (VHS WASC Goal II)</li><li>• Support student work review protocols/data analysis</li><li>• Participation in California Math Council (CMC) annual conference</li><li>• Support structured math talk for students</li><li>• Support integration of the College and Career Readiness Standards across all curricular areas</li><li>• Support transition to Next Generation Science Standards (NGSS)</li><li>• Participation in AVID Summer Institute to support college readiness and writing across the curriculum.</li><li>• Incorporate the use of appropriate technology so that students have necessary skills to graduate college and career ready.</li><li>• Increase access to courses that incorporate technology that meets industry standards allowing students to meet Career Technical Education (CTE) Competencies</li></ul>
<b>Data Used to Form this Goal:</b>
Examining longitudinal student achievement data from a variety of sources shows that not all students are achieving at the levels necessary for high school graduation. Students are also not graduating college & career ready. Data examined included: <ul style="list-style-type: none"><li>• Available equipment &amp; Technology in CTE to meet industry standards</li><li>• Student transcripts</li><li>• Course grades</li><li>• Key course completion rate</li><li>• Graduation rate</li><li>• CASSP scores</li><li>• Matriculation data to local community colleges</li><li>• Matriculation data to Adult Education</li><li>• ELPAC scores</li></ul>
<b>Findings from the Analysis of this Data:</b>
Valley is working to expand our CTE course offerings, next school year we will be adding Video Production as a new course offering. The VHS graduation rate his difficult to determine as was have 5th year and 4th year seniors graduating to together each year. Last school year we had a combined total of 97 students graduate which is down from

the previous year. However, our enrollment was lower resulting in fewer students graduating. Valley High School's 4 year cohort graduation rate is 46% and 60% when adjusted to include 5th year seniors. We continue to show growth in our rate over the last three reporting years according to the information available from our SARC report. We continue to work on our CASSP data as our students come with many gaps in their education among other challenges that impede their academic progress. Math continues to be challenge because students at Valley do not take a third year of math and thus do not see all the topics on the exam. However, this year we expect to see growth since all students have now had the benefit of being enrolled in the district's integrated math programs with exposes students to more math topics. In addition, a review of student transcripts this year revealed that more students were earning all or most of their credits during the trimester. We continue to make small gains and expect to continue on this trajectory in the future.

**How the School will Evaluate the Progress of this Goal:**

Areas for targeted improvement:

- Increase graduation rate
- Increase percentage of students graduating with their cohort
- Increase the EL redesignation rate
- Increase the percentage of 11th grade students who meet or exceed standards as established by CAASPP in ELA and mathematics
- Students will show a 2% increase in mastery of CTE competencies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Support the implementation of our Instructional Focus as means of ensuring equity and access for all students to communicate their thinking, ideas and understanding by effectively using oral, written and/or nonverbal expression.</p> <p>The Instructional Focus will be:</p> <ul style="list-style-type: none"> <li>• Written into curriculum document revisions and are reflected in activities, key assignments and performance tasks</li> <li>• Used as the foundation for metrics used in learning walks</li> </ul>	2018-2019 School Year	Site Administration Instructional Leadership Team				
Continue to develop the common definition and understanding of college and career readiness, using resources from the Career and Technical Education (CTE) standards, the Standards for Career Ready	2018-2019 School Year	Site Administration Director of College and Career Readiness				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Practice, and the College and Career Indicators.						
Continue to provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, as well as formative and summative assessments aligned with state adopted content standards and assessments.	2018-2019 School Year	Site Administration Director of Curriculum and Instruction				

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Effective Instruction and Leadership</b>
<b>LEA/LCAP GOAL:</b>
Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.
<b>SCHOOL GOAL #2:</b>
Refine and strengthen site based Professional Learning Communities (PLC) (VHS WASC GOAL III)
<b>Data Used to Form this Goal:</b>
<p>Input and feedback from sources including: Learning walk data, professional learning feedback responses, PLC meeting notes indicate that:</p> <p>Professional learning faces implementation and follow through challenges</p> <p>PLC time is being used for a variety of purposes</p> <p>Opportunities are needed for teachers and administrators to learn and collaborate regarding implementation and sustaining instructional shifts, new/revised curriculum, units of study, and instructional material</p> <ul style="list-style-type: none"><li>• English Language Arts (ELA)\</li><li>• Mathematics</li><li>• Content literacy</li><li>• Next Generation Science Standards (NGSS)</li><li>• Classroom Technology Integration</li></ul>
<b>Findings from the Analysis of this Data:</b>
We continue to work on content literacy across all disciplines and CAASSP data suggests that we should continue to increase capacity for students in this area. We will be working in conjunction with site-based and district-based TOSA's to continue to increase teacher capacity to insure that teachers are equipped with the latest technology skills and research- based instructional practices to meet the diverse needs of the students. We will be restructuring our PLC groups next year to be multi-disciplinary with the specific focus of the district instructional practice. The teachers will be focusing heavily to build capacity in how students communicate their thinking. This year we worked heavily on increasing student discourse in class and evidence of this instructional shift could be seen during classroom learning walks and was highlighted during our recent WASC visit.
<b>How the School will Evaluate the Progress of this Goal:</b>
Collect data from professional learning participation, meeting notes, and Learning Walk data.



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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build teacher and site leadership capacity for effective engagement in professional collaborations such as Professional Learning Communities (PLC) including data analysis, use of evidence-based instructional practices and intervention strategies for struggling students. <ul style="list-style-type: none"> <li>• Additional time for teachers to collaborate</li> <li>• Engage teacher leadership to support collaborations</li> <li>• Provide Professional development for leadership involved in the collaboration</li> <li>• Additional time for implementation of school-wide PBIS</li> </ul>	2018-2019 School Year	Site Administration PLC Lead Instructional Leadership Team				
Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives including:  a. Effective implementation of curriculum and instructional material  b. Effective Instructional practices  c. Support for at-risk students  d. Creating a learning focused culture	2018-2019 School Year	Site Administration Director of Curriculum and Instruction	PLC Leads  CCEA  CABE	1000-1999: Certificated Personnel Salaries  5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures	Title I  Title I  Title III	4,269.00  6300.00  3636.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
e. Effective collaboration and support  Suggested conferences & Professional Learning: <ul style="list-style-type: none"> <li>• Participation in the California Continuation Educators Association (CCEA) annual conference</li> <li>• Participation in California Association of Bilingual Educators (CABE) Conference</li> <li>• AVID summer Institute</li> <li>• NGSS related conferences and training</li> <li>• Common Core related conferences and training</li> </ul>						
Provide Content TOSA's to provide one on one coaching for academic content and teacher pedagogy implementation. These Content TOSA's will be in the following areas: <ul style="list-style-type: none"> <li>• ELA- English Language Arts</li> <li>• ELL- English Language Learners</li> </ul>	2018-2019 School Year	Director of Curriculum and Instruction	.2 ELA TOSA	1000-1999: Certificated Personnel Salaries	Title I	23,159.00
			.2 ELL TOSA	1000-1999: Certificated Personnel Salaries	Title I	20,272.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Support to Students</b>
<b>LEA/LCAP GOAL:</b>
Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.
<b>SCHOOL GOAL #3:</b>
Increase support to students in core content area courses
<b>Data Used to Form this Goal:</b>
Input and feedback from sources including: <ul style="list-style-type: none"><li>• 2014-2015 ELL Redsignation Rate was 46.7%</li><li>• 2014-2015 data for CAASPP ELA 7.9% students met or exceeded ELA standards</li><li>• 2014-2015 data for CAASPP ELA 0.7% students met or exceeded Math standards</li><li>• Average daily attendance</li><li>• Chronic Absenteeism rate</li><li>• PAD Referrals</li><li>• TRC referrals</li><li>• Social Worker Contact hours</li><li>• MHS contact hours</li><li>• Palomar Family Counseling Contact Hours</li><li>• Referrals to outside agencies for drug and alcohol abuse</li><li>• Number of incident reports between VHS school site and PERT</li></ul>
<b>Findings from the Analysis of this Data:</b>
The postponement of the DASS for Alternative Education has limited the data available for review from the Californian Department of Education. Based on enrollment we calculate our graduation rate at 60% for last school year. We expect this years projected rate to be at around 63%. Attendance is always a challenge for many of our students and we have maintained an average daily attendance of 83% overall for this school year. In order to support increased attendance we plan to restructure our attendance interventions that will include an internal review board more personal live contacts to the students' parents. For ELL the redesignation increased from 73.5% to 79.8%.
<b>How the School will Evaluate the Progress of this Goal:</b>
Areas for targeted improvement: <ul style="list-style-type: none"><li>• Increase the cohort graduation rate by:2%</li><li>• Increase student 12-week credit completion in core classes by 2%.</li><li>• Increase the ADA rate by: 2%</li></ul>

- Decrease the chronic absenteeism by: 2%
- Establish a baseline for the number and types of services provided by social workers on social-emotional needs of students
- Establish a baseline for the number of opportunities outside of the school day for students and parents to receive college and career information

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To meet the diverse needs of students, implement a variety of academic programs which provide additional support including: a. In-class tutors for ELA and Math b. In-class tutors in other targeted classes. c. Before & After school tutoring	2018-2019 School Year	Site Administration	Academic Tutoring	2000-2999: Classified Personnel Salaries	Title I	10,000.00
Provide additional time for staff to counsel with chronically absent and truant students consistently using Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).	2018-2019 School Year	Attendance TOSA Assistant Principal Attendance Secretary	40% Attendance TOSA	1000-1999: Certificated Personnel Salaries	LCFF	
Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as:  release time for AVID Coordinators, <ul style="list-style-type: none"> <li>• AVID Director support</li> <li>• AVID class tutors</li> <li>• Classroom resources</li> <li>• Field trips</li> </ul>	2018-2019 School Year	AVID Coordinator AVID Teachers AVID Administrator Director of College and Career Readiness	Field Trips and Supplies  Tutors	5000-5999: Services And Other Operating Expenditures  2000-2999: Classified Personnel Salaries	LCFF  LCFF	
Provide resources to support the health and social/emotional well-being of all students, with intentional focus on high risk students.	2018-2019 School Year	Site Administration School Social Worker	1 School Social Worker	2000-2999: Classified Personnel Salaries	LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a. Maintain staff to support the social/emotional needs of students.</p> <ul style="list-style-type: none"> <li>Establish collaborative relationship with site counselors, school social workers and psychologists.</li> <li>Establish collaborative relationship with appropriate social agencies and site contacts.</li> <li>Maintain an accurate database and academic monitoring system.</li> </ul> <p>b. Maintain staff to support the academic and social/emotional needs of foster and homeless students.</p> <ul style="list-style-type: none"> <li>Maintain an accurate database and academic monitoring system.</li> <li>Maintain an accurate database and monitoring system for 504 plans, Special Education services, behavioral support plans.</li> <li>Provide appropriate services, including the timely completion of partial credits.</li> <li>Establish collaborative relationship with appropriate foster homes, social agencies and site contacts.</li> <li>Increase outreach services for pregnant and parenting students</li> </ul>						

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Engaged Parents</b>
<b>LEA/LCAP GOAL:</b>
Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.
<b>SCHOOL GOAL #4:</b>
<ul style="list-style-type: none"> <li>• Increase Parent Involvement in school meetings and activities</li> <li>• Increase opportunities for Parent Education Workshops that promotes building healthy relationships with their child and provides parents research based strategies</li> <li>• Increase opportunities for parents to provide feedback to school related actions and services.</li> </ul>
<b>Data Used to Form this Goal:</b>
1. Stakeholder feedback suggests the need to increase the communication between school site and parents through social media about school events and workshops. 2. Informal discussion groups with Principal and parents revealed that parents would like more opportunities to get involved with the school and support the teachers.
<b>Findings from the Analysis of this Data:</b>
This year we combined our ELAC meetings with Del Lago Academy and our parent attendance decreased in this meeting. Next year we will resume our ELAC meetings at Valley High School to get maximum participation. We also held one Guiding Good Choices seminar with parents and will continue to explore other parent workshops based on parent feedback. We will continue to create opportunities to engage parents in our school program.
<b>How the School will Evaluate the Progress of this Goal:</b>
Areas for targeted improvement: <ul style="list-style-type: none"> <li>• Increase number and type of opportunities parents have to participate in the education of all students by 3%</li> <li>• Increase the number of parent contacts through, calls, emails, or social media calls to provide parent information about school events or solicit feedback by 2%</li> <li>• Increase the number of parents participating in LCAP input and feedback opportunities by 10%</li> </ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refine and implement family engagement plans to include establishing opportunities for	2018- School Year	Site Administration Counselor Social Worker	Parent Meetings and Programs	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,146.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>parents/guardians to navigate school and support their child's success in high school and beyond.</p> <p>a. Increase methods for timely, valuable communication with families.</p> <p>b. Continue monthly informal meetings with parents and administration</p> <p>c. Continue student-led parent teacher conferences</p> <p>d. Continue developing partnerships with community-based organizations (COMPACT, TRC, Neighborhood Health, MHS, Palomar Family Counseling)</p> <p>e. Research and implement best practices for engaging parents focusing on parents of targeted students.</p> <p>f. Increase the opportunities parents have to participate in educational workshops on areas of interest including:</p> <ul style="list-style-type: none"> <li>• Access to and use of ParentVue in Synergy.</li> <li>• FAFSA</li> <li>• Family Literacy</li> <li>• Parent Education (Guiding good choices, parenting skills, Teen Drug/Alcohol/Gang awareness)</li> <li>• College and Career</li> </ul>		Bilingual Assessment Technician	<p>Parent Meetings and Programs</p> <p>Parent Workshops with Local Providers</p> <p>Parent Meetings and Communication</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Allocation</p> <p>Title III</p>	<p>1,000.00</p> <p>4000.00</p> <p>3,000.00</p>

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



## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Safe and Respectful environments</b>
<b>LEA/LCAP GOAL:</b>
Foster respectful, collaborative, safe and secure environments that support teaching and learning.
<b>SCHOOL GOAL #5:</b>
Provide resources, programs and services that support a learning culture which is respectful, safe and secure.
<b>Data Used to Form this Goal:</b>
Input and feedback from sources including: <ul style="list-style-type: none"><li>• Suspension rate</li><li>• Expulsion rate</li><li>• SOS referrals</li><li>• PAD referrals</li><li>• SRO contact/incidents</li></ul>
<b>Findings from the Analysis of this Data:</b>
Suspension and expulsion rates fluctuate every school year. Currently we have had 49 suspensions and 4 expulsions this school year. We continue to work with students using Positive Behavior Interventions and Supports to provide services to students that are of a restorative nature. The district continues to support students with counseling and educational services for students that are first time offenders for drugs, fighting, and bullying. These districts interventions coupled with our small school has helped to decrease repeat offenders.
<b>How the School will Evaluate the Progress of this Goal:</b>
Areas for targeted improvement: <ul style="list-style-type: none"><li>• Decrease the expulsion rate from the previous year by : 1%</li><li>• Decrease cohort dropout rate by: 2%</li><li>• Reduce the percent of second offenses for substance abuse for students participating in PPAD program by: 2%</li><li>• Reduce the percent of second offenses for bullying for students participating in bullying program by: 2%</li></ul>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Carry out the plan for implementing PBIS districtwide	2018-2019 School Year	PBIS Lead Assistant Principal	One 20% PBIS Lead	1000-1999: Certificated Personnel Salaries	LCFF	
Maintain increased campus supervision Provide equipment, resources and training for campus safety	2018-2018 School Year					

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 Academic Achievement			
SCHOOL GOAL #1:			
<ul style="list-style-type: none"><li>• Increase access to courses that incorporate technology that meets industry standards allowing students to meet Career Technical Education (CTE) Competencies.</li><li>• Continue to support school-wide academic rigor (VHS WASC Goal II)</li><li>• Support student work review protocols/data analysis</li><li>• Participation in California Math Council (CMC) annual conference</li><li>• Support structured math talk for students</li><li>• Support integration of the College and Career Readiness Standards across all curricular areas</li><li>• Support transition to Next Generation Science Standards (NGSS)</li><li>• Participation in AVID Summer Institute to support college readiness and writing across the curriculum.</li><li>• Incorporate the use of appropriate technology so that students have necessary skills to graduate college and career ready.</li><li>• Increase access to courses that incorporate technology that meets industry standards allowing students to meet Career Technical Education (CTE) Competencies</li></ul>			

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Effective Instruction and Leadership</b>
<b>SCHOOL GOAL #2:</b>
Refine and strengthen site based Professional Learning Communities (PLC) (VHS WASC GOAL III)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"><li>Contracts and Conference Attendance</li><li>Release Period for PLC Lead</li></ul>	2018-2019 School Year	Director of Curriculum and Instruction	.20 PLC Lead	1000-1999: Certificated Personnel Salaries	Title I	23,346

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Support to Students</b>
<b>SCHOOL GOAL #3:</b>
Increase support to students in core content area courses

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contract for Illuminate to support data analysis	2018-2019 School Year	Site Administration Director of Assessment and Accountability	Database Support	5000-5999: Services And Other Operating Expenditures	Title I	1,794.00
Contract for Shmoop to support college readiness	2018-2019 School Year	Assistant Principal	Site Licenses	5000-5999: Services And Other Operating Expenditures	Title I	780.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engaged Parents			
SCHOOL GOAL #4:			
<ul style="list-style-type: none"><li>• Increase Parent Involvement in school meetings and activities</li><li>• Increase opportunities for Parent Education Workshops that promotes building healthy relationships with their child and provides parents research based strategies</li><li>• Increase opportunities for parents to provide feedback to school related actions and services.</li></ul>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contract for Blackboard to support regular communication and information exchange with families	2018-2019 School Year	Site Administration	Blackboard system access	5900: Communications	Title I	897.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Safe and Respectful environments</b>
<b>SCHOOL GOAL #5:</b>
Provide resources, programs and services that support a learning culture which is respectful, safe and secure.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Camp Lead Registration	2018-2019 School Year	Principal	Student and Adult registration	5000-5999: Services And Other Operating Expenditures	Title I	5000.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	72,146.00	8,146.00
Title III	6,636.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	64,000.00
Title I Part A: Allocation	4,000.00
Title I Part A: Parent Involvement	2,146.00
Title III	6,636.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	48,846.00
2000-2999: Classified Personnel Salaries	11,000.00
5000-5999: Services And Other Operating Expenditures	13,936.00
5900: Communications	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	47,700.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00
5000-5999: Services And Other Operating	Title I	6,300.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,146.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
5000-5999: Services And Other Operating	Title III	3,636.00
5900: Communications	Title III	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	57,636.00
Goal 3	10,000.00
Goal 4	9,146.00

## 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
Daniel Barajas	X				
Letha Morison		X			
Jessica Escobedo			X		
Freddy Jacobo				X	
Krystal Bersofsky		X			
Ulises Nava				X	
Oscar Lopez				X	
Mirjana Rodriguez				X	
Ian Flores				X	
David Downey					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

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 School 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 .

Attested:

Daniel Barajas		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## 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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program 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):

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

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 .

Attested:

Daniel Barajas

Typed Name of School Principal

Signature of School Principal

Signature of School Principal

9/18/18

Date

LETHA MORRISON

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Signature of SSC Chairperson

9/19/18

Date