

The Single Plan for Student Achievement

School: Paloma Valley High School
CDS Code: 33-67207-3330727
District: Perris Union High School District
Principal: Don Williamson
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	18
School Goal #3.....	21
School Goal #4.....	24
Summary of Expenditures in this Plan.....	26
Total Allocations and Expenditures by Funding Source	26
Total Expenditures by Object Type and Funding Source.....	26
Total Expenditures by Funding Source	27
Total Expenditures by Object Type.....	28
Total Expenditures by Goal	29
School Site Council Membership.....	30
Recommendations and Assurances.....	31

School Vision and Mission

Paloma Valley High School's Vision and Mission Statements

After our last WASC visit 6 years ago, PVHS decided to revise the Vision and Mission statements of the school in order to align them to our student population. The previous vision and mission did not highlight options outside of college which many of our students do not attend. We wanted to make the Vision, Mission, and Schoolwide Learner Outcomes (SLOs) more direct and reflect our student's goals. The WASC Committee led a group of students in revising the Vision and Mission statements at that time and also created new Expected Schoolwide Learner Results (ESLRs), now Schoolwide Learner Outcomes (SLOs), in the process. At the end of the 2015-16 school year, some teachers and administration wanted to rewrite the SLOs so the WASC Committee, in conjunction with Link Crew students, worked together to create several options for SLOs. These options were given to the staff for a vote. Due to the change in SLOs, the vision and mission statements were also modified. Since the SLOs are still relatively new, we are still working on the best way to integrate them into our school culture. The current Vision Statement, Mission Statement, and SLOs are below.

Vision Statement

The vision of Paloma Valley High School is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.

Mission Statement

The mission of Paloma Valley High School is to provide a safe educational environment which develops students to be RESPECTFUL of all individuals and property, OPTIMISTIC about their current and future endeavors, AMBITIOUS about their academic and extracurricular passions and goals, and RESPONSIBLE for their actions, decisions, and accomplishments.

Schoolwide Learner Outcomes

ROAR

Respectful of all individuals and property.

Optimistic about their current and future endeavors.

Ambitious about their academic and extracurricular passion

Responsible for their actions, decisions, and accomplishments.

School Profile

Paloma Valley High School (PVHS) is located in Menifee which is part of southeast Riverside County and opened in 1995 with all four grade levels. PVHS is one of three comprehensive high schools in the Perris Union High School District. Menifee and surrounding areas have seen a lot of growth since the school was built. We currently serve approximately 3,050 students and we continue to grow.

The community surrounding Paloma Valley High School is transitioning from rural to suburban in nature. Large parts of the population commute to Los Angeles County, Orange County, San Diego County, or Riverside County for employment. Since many parents drive outside of the community for employment, it does impact some parents having the time and opportunity to be involved in our school. The economic status of the area has affected not only the enrollment, but also the number of students meeting the requirement for Free or Reduced lunch.

In 1995, our school demographics were predominantly white with a very small Hispanic and African American population and almost no Asian presence. Today, Paloma is home to a growing Hispanic majority with a smaller Caucasian and African American population. The Asian population is small, but also growing. We opened our school with about 1,400 students and then grew to a population of over 3,300 and are presently educating about 3,050 students. We currently have approximately 52% of our students receiving Free and Reduced Lunch. Our English Learner population is relatively small at approximately 8%, but our average RFEP

population between 2015 and 2017 was 15.7%. Special Education students with IEP's comprise 8.5% of our current population.

PVHS has seven period a day, which is an increase from six and started in the 2015-16 school year. This was a negotiated change, and included an additional 25 minutes during the school day and a pay raise for teachers. We offer a dual enrollment program where students are able to attend college level classes on our campus through Mt. San Jacinto Community College. We work closely with Mt. San Jacinto staff to offer FAFSA training for our parents in the evenings. We also administer placement tests for the community college at our site computer labs.

We have been working to grow the AVID program on campus over the last several years. AVID is a program designed to promote college readiness by providing tutoring, study skill strategies, help with college applications, and encouragement for students to continue their education through four-year colleges. The program has been growing and currently has 348 students. This is a large increase over the last three years. Our goal is to continue to increase the participation in the program. Our aim is to utilize AVID strategies school-wide in every classroom. We are working hard to increase the number of students eligible to attend four year colleges upon graduation and make sure all students are better prepared for their future careers.

PVHS has worked to ensure that our school and WASC goals coincide and support the district LCAP goals. Teachers and parents have been queried to uncover gaps in our services to students. The School Site Council and the administration have evaluated the Single Plan for Student Achievement and reviewed and updated its goals and action steps.

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).

We have used various methods to compile information from students, parents, and teachers. We have used Google Forms to create surveys to learn parents' views of late buses, tutoring, and how they prefer to be contacted. Using this information we are changing services being offered which includes when and how students access tutoring and the use of late buses for students. We have also altered the method of contacting parents as we learned they prefer email versus auto dialers or social media. We have surveyed students regarding the colleges they prefer. Teachers have given us information regarding the types of training they desire and the types of support they need.

Classroom Observations

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

Classroom observations have been conducted by administrators, teachers, and members of the AVID site team. Administrators conduct classroom walk throughs periodically. During these visits it has been observed that teachers enjoy teaching their content and students are engaged in class. Students appear to be deeply engaged in the PLTW Engineering and Bio-Med classes and the Automotive pathway. The administration uses a spreadsheet to note what classes have been observed and by which administrator. Teacher walk-throughs have been conducted through the AVID program as well during the second semester of the school year. During the teacher walk throughs, the AVID coordinators and some AVID site team member visit several classrooms of participating teachers looking for a different AVID strategies. The results from these walk throughs were positive. While several steps have been taken, there is still a need to increase a college-going culture on campus. Many classrooms have a-g requirement posters and a sign in the window indicating which a-g category the class meets. There are many college posters, pennants, and other college materials posted in classrooms. In the 2016-17 school year, we have started to implement a more formal teacher with teacher observation process which we implemented in the 2017-18 school year. Teachers were encouraged to visit peer teachers to enhance styles and strategies. Substitutes were provided to any teacher who requested this option.

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)

There are regularly scheduled benchmarks or assessments given every six weeks in English, social science, and science classes. Math classes offer benchmarks every three or six weeks depending on the course. For example, Algebra and Algebra 2 give benchmark exams every 6, 12, and 18 weeks while Geometry gives a midterm and end of semester exam. The world language department has regularly scheduled test and quizzes. The results of these are shared during PLC time.

During PLC time, these standards based assessments are supposed to be used to inform instruction and focus student learning on mastering the standards. Some teachers have become very strong at providing assessments and adjusting their lesson plans based on student performance on benchmarks. As of the 2015-16 school year, teachers also have collaboration time every Friday where they can meet to discuss assessments and plan lessons with their colleagues.

Based on the results of standards based assessments, several departments also collaborate and discuss “best practices”.

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

During PLC time, standards based assessments are used to inform instruction and focus student learning on mastering the standards. Some departments look at D and F rates on assessments, progress report, and at semester grades.

Some teachers have been trained on how to use data from curriculum-embedded assessments in order to modify instruction. While many teachers and departments analyze data to guide instruction on a regular basis during PLC time, it is not a consistent practice. Some teachers have attended PLC trainings and most of the department chairs were trained in PLCs this year. How to use data to modify instruction is an ongoing conversation between administration, department chairs, and teachers.

Staffing and Professional Development

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

There are multiple staff development opportunities at both the site and district level. There are periodic site-based professional development opportunities during the Friday collaboration time. There are four professional development days at the beginning of each school year. During two of these days, teachers from all sites meet together for professional development. This has provided multiple new professional development training for the staff. Much of the training offered those days focuses on technology in the classroom. There are also trainings on things such as the SBAC, classroom management, and other topics that relate to best practices. The other two inservice days are at the site. There is usually informational meetings, updates about special programs, reviewing procedures, highlighting areas needing attention, and a review of our testing data. The district has also facilitated training and preparation for SBAC testing.

Continued and ongoing training is needed in some areas such as using PLC effectively, implementation of Common Core Strategies, and technology.

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

PVHS has a full time Technology TOSA who consistently helps teachers with their technology needs and instructional practices. There are several site and district based professional development opportunities for teachers to attend. Several teachers have been trained in AVID strategies and more teachers will be trained this summer at the AVID Institute.

Teaching and Learning

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

All departments on our campus are working continuously to ensure that curriculum, instruction, and materials are aligned with standards. This is done using a variety of methods, including department and subject area committees updating course outlines, working with the district office, and teacher collaboration through PLC time and Friday collaboration time.

The administration continues making periodic "walk throughs" in classrooms, monitoring the content and standards being taught. Teachers continue to have PLC and collaboration time where some discuss teaching the same standards at approximately the same pace. Additionally, some teachers discuss ways to prepare students for upcoming benchmark exams, finals, and SBAC testing. Some departments discuss "best practices" that they use within specific lessons during PLC or collaboration time.

With Common Core Standards and SBAC testing, there were curriculum committees formed at the district level which offered all teachers the opportunity to participate. The committees worked to examine the changes to the curriculum and have written a template for teachers to implement. There have been many trainings offered for ELA and math teachers in regards to the Common Core and SBAC.

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

All courses use standards based instructional materials. The adoption cycle was followed to ensure that we have the most up to date materials for each department, however textbook adoptions have been frozen for several years. Paloma Valley and the Perris Union High School District adopted and implemented new textbooks for English in the 2010-2011 school year. Our math department has selected a new textbook after piloting two different ones in the 2016-17 school year. The World Language Department adopted a new textbook for Spanish in the 2016-17 school year. The English department uses Keystone and Read 180 for our Intensive Intervention classes. The ELD classes began implementing a new textbook and curriculum this year called EDGE. Chromebooks have been issued to every single student to allow for access to technology and student engagement. Using the Chromebooks will also familiarize the students with the instrument they will be using for taking the CAASPP. Staff continues to re-calibrate curriculum to meet Common Core Standards.

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

Currently, our instructional materials are SBE adopted and standards-aligned in both the intervention and core courses. With the Common Core Standards, we will continue to use our current instructional materials and adapt them to meet Common Core Standards. By utilizing existing district adopted texts, visual media, and pacing guides, some teachers will use AVID strategies and project based learning. This delivery method will help teachers promote Common Core State Standards campus-wide.

Opportunity and Equal Educational Access

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

Additional support classes have been implemented for underperforming students. Student placement has been closely monitored and is constantly being readjusted to ensure that all students get the academic support they need. Students had been placed into classes based primarily on their state test scores. However, counselors, teachers, and administrators will now look at student scores on the placement tests, CELDT, and grades in classes. In addition to classes, we also offer after school tutoring for all students. Many teachers offer before and after school tutoring in their classrooms for students who are struggling. The district LCAP helps support class size reduction in ELD classes. In addition to a full continuum of special education services we offer Intro to Algebra for students not ready for Algebra standards yet. Starting next year we will begin offering a 2 period block of Algebra 1 with support for students who struggle in math. We also offer Reading Intervention for students multiple grade levels below in reading, and we offer academic English blocks to our English learners. This year we offered a general support to 10th grade students struggling in all areas called Study Skills. It functioned as a type of home room and academic coaching period. We also offer Credit Recovery using both the Plato and A+ online programs in English, math, science, history, and Spanish.

9. Research-based educational practices to raise student achievement

Teachers at PVHS use a variety of research-based educational practices to raise student achievement. Many teachers are trained in AVID and use these strategies in their classrooms. Teachers have had the option to attend AVID training during the summer for several years. Many teachers attend the AVID Summer Institute and participate in the AVID site team. By utilizing PBIS, we will endeavor to create new strategies to keep students in the classroom rather than being sent out for disciplinary reasons. Teachers will continue to be trained in internet based tools that will enhance understanding in the classroom.

Parental Involvement

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

Paloma Valley provides free after school tutoring for any student who needs assistance. Many teachers provide tutoring for students before and after school. The district has academic coaches who provide services to schools when requested or needed and there is a full time Technology TOSA at PVHS.

11. 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)

PVHS has several programs that involve stakeholders. Currently, parents are involved in English Language Advisory Committee, School Site Council, Parent Engagement Leadership Initiative, and African American Parent Advisory Committee. These parent committees have been instrumental in determining goals and direction for the school. Students have been involved in regular meetings of the Student Administration Leadership Team (SALT) where school issues and goals are discussed. Students, teachers, and other staff members are also involved in the School Site Council and the WASC committees. In addition, counseling has multiple meetings during the year to communicate with parents of incoming ninth grade students. Counseling has also met with tenth grade at risk student and parents outlining an academic plan that would put the students on track to graduate. Counselors also met with juniors, seniors, and parents who are at risk to explain academic options to them. We are always looking for additional ways to increase parental involvement on campus. Counseling has offered workshops for parents about Financial Literacy and paying for college. We also presented about college apps and the process. In addition we held 3 FAFSA workshops partnered with MSJC this year to help parents through that process.

Funding

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

There are a variety of services provided by categorical funds to enable under performing students to meet standards. There is a full time Technology Coach on campus. There has been staff development time provided through Friday collaboration days and PLC time to help teachers focus on instruction and best practices. There has been some release time this year for collaboration, support planning, curriculum and lesson planning, and AVID strategies. There is after school tutoring Monday through Thursday for math, English, science, and world language. We have also introduced a Study Skills class for under performing 10th to 12th graders and a Freshmen Foundation class for all freshmen.

13. Fiscal support (EPC)

Paloma Valley provides site funds to support the base academic program for all students.

Description of Barriers and Related School Goals

It is very important to increase parent participation and oversight related to student academic performance. PVHS has had 75% of its parents access Infinite Campus to check grades, and parents also have parental access to Haiku which will allow parents the ability to see daily assignments and links that help explain classroom concepts. There needs to be a concerted effort to explain and teach how to use these tools to the parents and empower them to become active. Parents need to be informed about a-g requirements for college and how it affects their own student. The counseling department needs to become more interactive with students and parents advising them of their current academic status and provide encouragement and motivation. Our Special Education population has a graduation rate far below that of the mainstream student population. We need to address the needs of these students and find alternative supports to allow them to be more successful. The AVID program needs to be expanded and we are looking to double the current number of students involved in order to increase student readiness for college and career. In order to address school culture and improve student connection to campus, we need to continue Link Crew and PLUS programs as well as other methods to support school culture. We will be having these groups coordinate with ASB to increase school spirit and a sense of school community.

Our staff has increased the usage of new technologies, but more training is still needed. AVID strategies need to continue to be included to encourage campus-wide utilization. This will help students with both college and career goals.

Goals include:

1. Increase A-G completion rate by 5%
2. Increase SPED graduation rate by 5%
3. Increase AVID enrollment by 50%
4. Continue to develop after school tutoring for core curriculum

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	692	664		659	641		654	640		95.2	96.5	
All Grades	692	664		659	641		654	640		95.2	96.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2619.9	2593.3		29	22		38	37		20	21		11	20	
All Grades	N/A	N/A	N/A	29	22		38	37		20	21		11	20	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	37	25		49	54		13	22	
All Grades	37	25		49	54		13	22	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	34		44	45		12	21	
All Grades	43	34		44	45		12	21	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	23		65	61		12	16	
All Grades	22	23		65	61		12	16	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	37	30		52	53		10	17	
All Grades	37	30		52	53		10	17	

Conclusions based on this data:

1. There was an increase in the percentage of students performing below the standard in every category.
2. The below the standard section in the reading and writing categories each increased by 9% in the 2015-16 school year.
3. The only increase in the 2015-16 school year in the above standard category was in the listening section by 1%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	692	664		649	643		644	643		93.8	96.5	
All Grades	692	664		649	643		644	643		93.8	96.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2558.5	2568.1		6	6		21	26		31	30		41	39	
All Grades	N/A	N/A	N/A	6	6		21	26		31	30		41	39	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	16	15		41	42		43	43		
All Grades	16	15		41	42		43	43		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	9	11		56	59		34	30	
All Grades	9	11		56	59		34	30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	12		63	65		27	23	
All Grades	11	12		63	65		27	23	

Conclusions based on this data:

1. There was an increase in the percentage of students performing below the standard in every category.

2. 42% of students are below the standard in concept and procedures, which is the highest percentage of the three categories. There was not change from the previous year either.
3. 65% of students are at or near the standard in communicating reasoning, which is the strongest section out of the three.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	14	8	11	34	51	55	45	27	23	7	10	9		4	2
10	18	3	11	53	52	53	20	40	23	8	5	6	3		6
11	23	9	24	38	32	40	28	32	29	8	18	7	3	9	
12	30		4	30	53	57	22	29	9	15	12	22	4	6	9
Total	20	5	14	39	49	50	31	33	23	9	10	9	2	3	4

Conclusions based on this data:

1. There were 15 fewer total students in the advanced category in the 2015-16 school year.
2. There has been a steady increase in the intermediate and early intermediate categories over the last three years.
3. The early advanced and beginning levels have shown very little variation over the last three years.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	14	11		35	51		42	25		7	9		1	4	
10	19	3		44	51		15	41		7	5		15		
11	24	8		34	33		22	29		10	17		10	13	
12	29	11		29	47		24	26		12	11		6	5	
Total	20	8		36	48		27	32		9	9		8	4	

Conclusions based on this data:

1. There are 12 fewer students in the advanced level in the 2015-16 school year.
2. There has been little change in the early intermediate and beginning levels over the last three years.
3. The early advanced level has increased by 12 since the previous year.

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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Student Proficiency
LEA GOAL:
All students will attain proficiency in all academic areas.
SCHOOL GOAL #1:
Paloma will attain proficiency in all academic areas and increase the percentage of students scoring proficient in English by 5% and the percentage of students scoring proficient in math by 10% on the CAASPP.
Data Used to Form this Goal:
SBAC data, AMAO, English learner reclassification data
Findings from the Analysis of this Data:
<p>Many students are failing key classes in math and science.</p> <p>We need to improving reclassification rates.</p> <p>We need to raise the rigor in classrooms (students and teachers).</p> <p>We need to develop further interventions in classes with a high failure rate.</p> <p>We need an EL team/track of teachers.</p> <p>We need to connecting students to the culture of the school.</p>
How the School will Evaluate the Progress of this Goal:
Compare data from this year to next year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselors and staff will work with middle schools to educate students about high school requirements.	2017-18 school year	Counseling	Mileage	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200
			Bus to bring 8th grade students to PVHS for a visit.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CELDT training and boot camps for students to increase proficiency.	2017-18	Administration, ELD lead	Materials and supplies for bootcamp	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	200
Provide after school tutoring and credit recovery opportunities for students in order to help them achieve proficiency.	2017-18	Administration	After school tutoring. One teacher or other tutor per day @ \$54/day for 30 weeks for 4 days a week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,500
			Hourly pay for teachers for after school credit recovery. \$54/teacher for 2 teachers twice a week for 33 weeks.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500
Provide support for students in math classes.	2017-18	Administration	Provide 4 tutors 2 days a week for 6 hours a day for 36 weeks @ \$18/hour	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,104
Improve instructional strategies in the classroom to help low performing and struggling students meet a-g requirements, increase class pass rate, and prepare for Common Core and CAASPP.	2017-18	Administration	Teacher Walk Throughs 10 subs @ \$150	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500
			Interactive Notebooks	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Technological devices or programs to improve instruction in the classroom	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Academic field trips	2017-18	Administration and staff	Buses for fieldtrips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Sub coverage for teachers for fieldtrips	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			Entrance fees for field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for teachers to plan or co-plan strategies to help students in the classroom.	2017-18	Administration and staff	Sub coverage for teachers (10 days @ \$150 a day)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500
Incentives for students for academic performance and improvement in academic performance.	2017-18	Administration and staff	Incentives, like spirit gear, for students with high academic performance.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Incentives, like spirit gear, for students who improve academic performance.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Incentives, like spirit gear, for student performance on CAASPP.	4000-4999: Books And Supplies	LCFF - Supplemental	2,500
Class size reduction in Introduction to Algebra and Algebra I.	2017-18	Administration	Two additional sections @ \$18,000 each	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,000

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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Post-Secondary and Career Options
LEA GOAL:
All students will graduate from high school prepared for post-secondary and career options.
SCHOOL GOAL #2:
PVHS will have 65% of seniors meeting a-g requirements. PVHS will increase AVID participants by 10%.
Data Used to Form this Goal:
Graduation rate, dropout rate, a-g completion, dual enrollment participation, CTE data, AVID data, AP enrollment and scores, EAP scores, FAFSA completion
Findings from the Analysis of this Data:
Improvement needed in data analysis and solutions. Counselors were not calibrated for consistent A-G documentation. EL students were not taught with effective SDAIE strategies and supports. Math instructional strategies for low achievers needs attention. CAASPP Math test covers material that most of our students have not taken. Engineering is new and becoming more popular and is drawing students from other CTE courses.
How the School will Evaluate the Progress of this Goal:
Continue to evaluate the data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and test preparation options to educate and prepare students for college and career readiness.	2017-18 school year	Administration	SAT and ACT test preparation sessions on campus (2 days for 1 hour each at \$54/ hour).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108
			AP test preparation sessions on campus (2 days for 1 hour at \$54/ hour).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108
			Release time for teachers to plan test preparation sessions for students (2 subs @ \$150 a day).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
			Materials and supplies for test preparation sessions.	4000-4999: Books And Supplies	LCFF - Supplemental	50
Create a new college and career center to expand access for students.	2017-18	Administration	Reorganize the administration office space to build and create a college and career center.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,000
			Materials and supplies for college and career center.	4000-4999: Books And Supplies	LCFF - Supplemental	3,000
Expand the AVID program to provide opportunities for students and help make them college and career ready.	2017-18	Administration	Teacher and student incentives and supplies to support AVID school wide in the classrooms.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide college readiness activities and events for students in order to increase a college going culture on campus.	2017-18	Administration, teachers, counselors	College and Career Day release time for teachers to plan and prepare. Two teachers at \$150/day for 4 days.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,200
			College Pennants	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
			Buses for college and career field trips for non-AVID students	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,280
			Sub coverage for teachers during non-AVID college or career field trips.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			Guest speakers to represent colleges and careers.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
			Lunch for College and Career Day presenters	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,500
			T-shirts for students who complete FAFSA	4000-4999: Books And Supplies	LCFF - Supplemental	4,000
Provide additional storage space for equipment for extra curricular activities.	2017-18	Administation	Purchase a storage container "sea-train" for cross country.	4000-4999: Books And Supplies	LCFF - Supplemental	5,500
Printed materials to promote school culture, climate, and the new SLOs.	2017-18	Administration	Materials and supplies	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Light snacks for culture building events	4000-4999: Books And Supplies	LCFF - Supplemental	1,000

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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Safe and Positive Learning Environment
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students.
SCHOOL GOAL #3:
Paloma will provide a safe and positive environment for staff and students. 50% of students will be aware of the Student Learner Outcomes. Improve our score for student connectedness on the California Healthy Kids Survey to 90% or better.
Data Used to Form this Goal:
Discipline data, suspensions, expulsions, attendance
Findings from the Analysis of this Data:
Overall, we have had a downward trend in suspension and expulsion rates. Discipline continues to disproportionately affect male students and students of color although we are making some progress. Attendance rate has been relatively consistent.
How the School will Evaluate the Progress of this Goal:
Continue to monitor data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Google Surveys to be used to educate students regarding SLO's, student interactions, and college/career opportunities.	2017-18	Counseling, IT TOSA, PLUS, and Link Crew				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incentives and rewards for students who participate in a positive manner in school related activities, who have good attendance, students who show academic improvement, and students who exemplify our Schoolwide Learner Outcomes (SLOs).	2017-18	Administration, teachers, campus supervisors, support staff	PVHS spirit gear	4000-4999: Books And Supplies	LCFF - Supplemental	2,500
			Field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000
			Other incentives	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Logistical support items for school activities.	2017-18	Administration	Radios, signage, and other logistical support items	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
Provide professional development and student activities to build a positive school culture and climate.	2017-18	Administration, Link Crew, and PLUS advisors	Printed material for Link and PLUS	4000-4999: Books And Supplies	LCFF - Supplemental	2,500
			Materials and supplies for school climate and culture building activities	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Link Crew student conference	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
			Release time for teachers to plan and implement school climate and culture activities	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
			Motivational speakers	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000
			Money for teacher to attend CADA leadership training conference	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500
Provide library resources to provide a safe and supportive space for students.	2017-18	Librarian	Materials and supplies for the library	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
Provide incentives for the staff to help build a positive school culture.	2017-18	Administration	Spirit gear, awards, etc for staff incentives	4000-4999: Books And Supplies	LCFF - Supplemental	1,000

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 the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: School Community Involvement
LEA GOAL:
Secure and strengthen home-school-community connections and communications.
SCHOOL GOAL #4:
Secure and strengthen home-school-community connections and communications. Increase parental participation by 5% in committees and at school events such as Open House and Back to School Night.
Data Used to Form this Goal:
Surveys at the beginning and end of the school year. Attendance at parent events.
Findings from the Analysis of this Data:
We need to increase parental involvement on campus.
How the School will Evaluate the Progress of this Goal:
Surveys for parents, students, and staff Attendance at school events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase parental participation 5-10% in school related activities and provide professional development to build capacity for parents to effectively work with their child.	2017-18	Administration team, teachers, counselors	Planning time and hourly pay for teachers and staff to provide parent meetings and workshops	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			Materials and supplies for parent meetings and workshops	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Provide speakers on various topics pertinent to the needs and interests of the parents.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500
			Release time for teachers or staff to write surveys for parents to identify concerns and needs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	150
			Light snacks for Coffee with the Principal	4000-4999: Books And Supplies	LCFF - Supplemental	500
Incentives (like Wildcat cards, extra graduation tickets, etc) for parental participation in events.	2017-18	Administration team, teachers, counselors	Incentives for parents who participate in school culture building activities and informational meetings	4000-4999: Books And Supplies	LCFF - Supplemental	6,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	57,866.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,104.00
4000-4999: Books And Supplies	LCFF - Supplemental	44,050.00
5000-5999: Services And Other Operating	LCFF - Supplemental	34,980.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	169,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	57,866.00
2000-2999: Classified Personnel Salaries	31,104.00
4000-4999: Books And Supplies	44,050.00
5000-5999: Services And Other Operating Expenditures	34,980.00
5800: Professional/Consulting Services And Operating	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,504.00
Goal 2	41,046.00
Goal 3	18,800.00
Goal 4	8,150.00

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
Don Williamson	X				
Sylvie Hess				X	
Katrina Nusser				X	
Jennifer Sides				X	
Sophie Hess					X
Michael Nusser					X
Matthew Nusser					X
Scott Spinuzzi					X
Vincent Spinuzzi					X
Amelia Brown		X			
Shaun Jones		X			
Alice Kelly			X		
Numbers of members of each category:	1	2	1	3	5

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 24, 2017.

Attested:

Don Williamson

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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Attested:

Don Williamson

Typed Name of School Principal



Signature of School Principal

5/24/17

Date

Jennifer Sides

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/24/17

Date