

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valencia High School	19-65136-1995802	December 17, 2020	March 4, 2020

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).

Data used to compile Valencia High School's action plan includes Dashboard metrics, data analysis of earned credits on quarterly report cards with leadership (Admin, Dept. Chairs, PD team, Parent Reps), departments, and team/staff meetings. Data analysis of D/F rates on quarterly reports takes place within leadership groups and in departments and staff meetings. We also share this data with our parent committees (SSC, PAC, and Special Education). Data analysis on LPAC assessment results, occurs twice a year by counselors/administration and EL Coordinator. Data regarding Students with Disabilities is reviewed yearly through the utilization of meetings which include participation by parents, site admin, counselors, case managers, and additional service provider support as needed. Data analysis on suspensions reviewed quarterly with leadership team and data analysis on graduation rates are shared with leadership and staff once a year.

Students

In looking at the data from the school climate survey, we noticed that 56% of our students feel depressed or anxious at some point during their time here at Valencia High School. We also noticed that 39% of our students claim to not be active members of the school and only 68% feel close to at least one adult on campus. Still, in looking at the data, 80% of our students feel welcome at Valencia High School and 82% feel close to other students.

To help us understand some of these issues and concerns, the Principal has started a lunch group with a random group of students that range in grade level to define and enact what it means to be "We Are One Viking" which is the school motto. This group meets once a month at least. As the students speak, the Principal listens and takes that data and provides feedback to the appropriate groups on campus when applicable. We are looking to start an intramural program second semester of the 2019-20 school year to give our kids a place to belong. This is one item that has come out of the student group. We will be looking at intramural gaming in the new library student center (Video games and Chess and or other board games) as well as sports related intramural to support the wide range of interest. We hope this will help our students feel a greater sense of purpose and belonging.

Parents

The Principal meets with several groups of parents on a regular basis to gain a better perspective and baseline to measure the success of programs within the school. There are four consistent groups and then three larger meetings that pull in different groups of parents. The four groups are our Parent Advisory Committee (PAC/), School Site Counsel (SSC), SC-parent Group (Special Education), and Foundation. These four groups provide insight and feedback to the school that aid in measuring success and or failure of programs as they are implemented. Based on these conversations, the school can guide its many programs to support the needs of all students. The other groups that are less consistent provide feedback in a forum type environment. The Principal will provide the vision of the school moving forward and ask a series of questions. Parents will then provide feedback and ideas to support or re-define the vision and direction of the school.

Based on the results of last year's parent meetings and collaborative, Valencia High School has made strong moves to provide extra educational supports such as APEX, Test Re-takes in most subjects, tutoring, SAT prep, writing supports. We have also begun transformation of our library to provide a bigger safer place on campus where students can come in and take advantage of a new type of space that provides more of a relaxing collaborative feel. We will have games and other relaxing activities. Valencia High School also opened a Wellness center to support the mental needs of our students. Several mornings a week, students and staff, that are interested, take part in meditation and yoga. Group conversation and individual spaces are provided in this room. For the needs of special education, we have moved teachers around so that our severe student population has a dedicated kitchen/laundry room to support the development of skills. Next year, 2020-2021 we will be providing a soft room for the same population to support their needs as our special needs population continues to grow here at Valencia. Valencia will also be implementing an enter-murals program for the health and benefit of our student population starting winter of 2020. Along with this, we are currently providing gaming in the library each Friday and when the enter-mural program starts, we are looking to support team activities.

Classroom Observations

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

Formal and informal classroom observation are conducted throughout the school year by the administration, district office, curriculum directors, and the Assistant Superintendent of Educational Services. The Director of Curriculum does quarterly walk through with the administration to observe Science progress on NGSS and Math courses related to new curriculum. Formal teacher observations and evaluations are conducted by the school site administration and include two or three formal classroom period observations. The administrative team works collaboratively and make a concerted effort to visit classrooms. Administrative visits ensure course standard and best practice are implemented in course lessons throughout the school year. Weekly classroom administrative walk-throughs are reviewed once a week in admin meeting. The base questions are: 1. Was learning taking place? 2. How do you know that learning was taking place? 3. Did the students know the objective of the day?

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

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

Valencia uses state and local testing scores to gain understanding around which standards we are strong and weak on. We also look at subgroups to see if any particular group has a problem that is common or is the strength and weakness spread out. We want to first put a spot light on the equity of learning in each classroom. If there are no wall or barriers that we can see straight out of the data, we move to other means. We then look to see if groups of teachers struggled with particular standards. In department meetings we would then ask department chairs to review this data with teachers and ask for their assessment. We also want to know what we will do different in the future to support growth.

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

Valencia uses a variety of data sets to evaluate the progress of this school and to support the equity and success of all students. We look at D / F four times a semester. We have started sharing this data out with department chairs. We look at how many Advanced Placement courses we are offering each semester. We look at how many kids are in honors classes by ethnicity, gender, prior grades, teacher. We also look at who is dropping classes, when they drop, the teacher they drop from. We look at all the department / teacher syllabus to look for discrepancies, walls, or road blocks to students who may not have financial means, time, or any other factor that our learning management system (LMS) will allow. We review AP test score data along with state testing data. We have now started looking at how many teachers have current lesson objectives on the board for student review. We use all of this data to drive Professional Development and master schedule decisions in order to support the success of all student and our teachers. We are constantly reviewing this information in order to understand where we are and the mindset of our teachers. Each administrator is responsible for sections of the data. That data analysis is reported out on a monthly or quarterly depending on the value change we might get. Each semester starting in the 2018-2019 school year, we track teacher and schedule changes through the use of a Counselor driven Google form. Any students wishing to make changes during summer or just prior to second semester, must list what they want and why they wish to make the change. We look at this data to determine patterns and help drive decisions when building the master schedule each year.

All of this data supports the direction of our professional development team. This team is made up of the Principal, an Assistant Principal, and six different teachers who come from Math, English, Social Science, Science, and Special Education. The team provides teachers with training on pedagogy, technology, cultural competency, differentiation, and strategies for implementation of the Common Core standards. Professional Development training is provided to teachers each month. Administration uses the staff meeting to follow up on that training and add more insight. All administrators, teachers, and counselors participate in professional development and collaborate on implementing best practices for school wide implementation. Reflective and collaboration regarding the implementation of PD training are discussed at monthly department and meetings as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of teachers at Valencia meet the state credential requirements and are teaching within their certified subject area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

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

2018-19 School year, Valencia High School spent 12 days pulling teams of math teachers out of class. These pull outs were in relation to subject specific course so our teams of teachers could align their curriculum but more importantly, so they could look at the standards and come up with practices that would support our students who were at risk. In 2019-20 we have continued to work with departments and teams toward the same question. There is support to pull out teams for full day evaluations of their program but we are focusing more on full staff development through a focused professional development plan that is designed around supporting not just the at risk student, but all students. Shifts are being made to "Not Yet Grading" marks and work re-do's and test re-takes in order to support the learning of the content plus offer a chance for grades to improve.

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

Our Professional Development team along with direction and support from administration, is driving change at Valencia. This team is not just going out and presenting material, they are finding those teachers on campus that are doing amazing things around the PD topics and having them come in and present. This method has opened the door for many on our team to step up their game and get involved. It has grown teacher capacity and influence around campus. We are constantly looking at the next set of needs in the classrooms for our teachers in order to support technology and an environment that supports slowing it down, retesting, getting kids to learn the content and improving success for all stakeholders

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

We are asking teachers from more collaboration. Currently, teachers at Valencia High School collaborate regularly around subject alike material. Departments provide collaboration around the over arching subject and curriculum and allow for more vertical alignment but what we are working toward is more collaboration between departments to support literacy and numeracy success for all students.

Teaching and Learning

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

Lessons are designed using the district-adopted curriculum. Instructional design is based on Common Core standards and Math Practice Standards. The use of common curriculum guides helps to ensure that all students are receiving grade level standards-based instruction. The English department administers a district-wide Performance Task twice a year to calibrate assessments and develop future lessons and instructional needs based on assessment data for student mastery of concepts in literacy.

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

N/A

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

N/A

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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 SBE adopted materials for their courses, intervention materials, and access to standard-aligned core courses.

Opportunity and Equal Educational Access

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

We offer a variety of intervention options for students during the regular school day through parallel classes, and after school through intervention sessions. We also ensure that teachers are available for supporting students on a daily basis before school and throughout open periods.

Evidence-based educational practices to raise student achievement

There are multiple days where teachers collaborate throughout the year in designated collaboration time as well as in faculty meetings and professional development meetings.

Parental Engagement

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

Regular communication is sent out to our families and surrounding community through monthly or quarterly meetings with our various parent groups. Parents of our English Learners meet quarterly to inform our EL student population and their families of important events and ways to support their students in their education.

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)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Valencia High School has students take a school climate survey each year. This takes place in the spring for our 11th grade students. After reviewing the data from the survey, we see the need to provide greater opportunity for relationship building and to continue to tear down walls that keep our kids from taking advantage of all the programs we have here on campus. To support relationship building, one thing we did this year that was very well received, was a "No backpack day" on the first day of school. ASB then shared lessons with all teachers they could do with kids to help students and teachers develop relationships at the beginning and bring down the anxiety of day one. One of the programs we have started in order to create more of an equitable situation for all our students is to create a supplemental program to help our students overcome failed grades that would keep them from moving into upper level courses or might even keep them from graduating. We are using APEX software to support his program.

Parent Groups

The Principal meets with several groups of parents on a regular basis to gain a better perspective and base line to measure the success of programs within the school. There are four consistent groups and three larger meetings that pull in different groups of parents. The four groups are our Parent Advisory committee (PAC), School Site Council (SSC), SC-parent Group (Special

Education), and Foundation. These four groups provide insight and feedback to the school that aid in measuring success and or failure of programs as they are implemented. Based on these conversations, the school can guide its many programs to support the needs of all students. The other groups that are less consistent provide feedback in a forum-type environment. The Principal will provide the vision of the school moving forward and ask a series of questions. Parents will provide feedback and ideas to support or redefine the vision and direction of the school.

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Teachers

During staff meetings, administration provides our staff with the opportunity to give input and ideas that will help move the school in a direction the Principal sees as critical based on the needs of students and parents. During beginning of the year staff meetings in 2018-19, the whole staff worked together and were taken through a proven process to help the school find its "Why" - "To act and make decisions that will help all staff and students find opportunity where they have not seen opportunity before." There is a parking lot on the wall of the library to allow staff and or students to put up ideas, thoughts, and feelings that might help us reflect and move the school forward.

Students

The Principal has started meeting with random student groups to help gain better insight to the needs of our our school based population. We are talking about topics related to branding and what does "We Are Vikings" mean and represent. The floor is open for students to provide information to the principal that he can then use to drive the development of new programs and or improve programs that we currently have and students feel we need to keep.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.10%	0.07%	3	3	2
African American	4.1%	4.36%	4.6%	124	129	132
Asian	10.2%	10.92%	11.23%	311	323	322
Filipino	7.1%	7.16%	7.32%	217	212	210
Hispanic/Latino	26.6%	25.48%	24.93%	812	754	715
Pacific Islander	0.1%	0.03%	0.03%	3	1	1
White	45.3%	45.29%	44.35%	1,383	1340	1,272
Multiple/No Response	%	%	0.94%			27
Total Enrollment				3,052	2959	2,868

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	713	739	762
Grade 10	745	706	723
Grade 11	775	716	669
Grade 12	819	798	714
Total Enrollment	3,052	2,959	2,868

Conclusions based on this data:

1. Each year, Valencia High School is decreasing in size
2. This trend will continue with the opening of a new high school adjacent to Valencia High School
3. We can place a greater focus on counselor responsibilities to supporting our smaller student population as long as our counselor ratio continues to drop

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	144	119	93	4.7%	4.0%	3.2%
Fluent English Proficient (FEP)	451	447	468	14.8%	15.1%	16.3%
Reclassified Fluent English Proficient (RFEP)	3	7	20	2.3%	4.9%	16.8%

Conclusions based on this data:

1. Each year, our EL enrollment numbers drop.
2. The number of English proficient students has increased even as our student numbers are dropping
3. The number of RFEP has really increased. This informs us that our feeder schools are doing a good job at support our students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	736	684	635	714	673	611	714	671	611	97	98.4	96.2
All Grades	736	684	635	714	673	611	714	671	611	97	98.4	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2663.	2664.	2661.	46.22	49.03	48.28	35.57	31.74	30.93	12.18	11.33	12.44	6.02	7.90	8.35
All Grades	N/A	N/A	N/A	46.22	49.03	48.28	35.57	31.74	30.93	12.18	11.33	12.44	6.02	7.90	8.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52.45	50.37	49.75	39.69	39.16	35.68	7.85	10.46	14.57
All Grades	52.45	50.37	49.75	39.69	39.16	35.68	7.85	10.46	14.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	63.53	65.82	64.59	29.03	26.09	28.36	7.43	8.10	7.05
All Grades	63.53	65.82	64.59	29.03	26.09	28.36	7.43	8.10	7.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.01	36.62	37.64	55.82	55.75	54.34	6.17	7.62	8.02
All Grades	38.01	36.62	37.64	55.82	55.75	54.34	6.17	7.62	8.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52.31	58.08	49.26	41.80	33.83	41.73	5.89	8.08	9.00
All Grades	52.31	58.08	49.26	41.80	33.83	41.73	5.89	8.08	9.00

Conclusions based on this data:

1. Compared to previous CST scores, the CAASSP scores indicate that fewer students scored at a proficient or advanced level. Archived CST scores indicate 72% of students were proficient or exceeded standards, while new CAASSP scores indicate 79% of students met or exceeded standards.
2. There is a steep decline of students meeting EAP ELA standards for CSU/UC readiness. (Previous CST scores indicated 72% were prepared for college level work while CAASSP scores indicate that only 25% are prepared for college level work).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	737	685	635	725	674	617	725	674	617	98.4	98.4	97.2
All Grades	737	685	635	725	674	617	725	674	617	98.4	98.4	97.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2634.	2642.	2642.	22.34	27.00	30.31	31.72	30.42	26.26	26.90	25.07	22.37	19.03	17.51	21.07
All Grades	N/A	N/A	N/A	22.34	27.00	30.31	31.72	30.42	26.26	26.90	25.07	22.37	19.03	17.51	21.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.33	36.35	41.82	36.33	39.61	31.12	27.35	24.04	27.07
All Grades	36.33	36.35	41.82	36.33	39.61	31.12	27.35	24.04	27.07

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.97	31.16	31.60	53.73	50.59	48.14	20.30	18.25	20.26
All Grades	25.97	31.16	31.60	53.73	50.59	48.14	20.30	18.25	20.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.93	35.76	35.66	58.62	53.86	49.43	11.45	10.39	14.91
All Grades	29.93	35.76	35.66	58.62	53.86	49.43	11.45	10.39	14.91

Conclusions based on this data:

- The CAASPP data in math shows that Valencia is good at supporting the kids that already know the material. The issue is with the students in the "Nearly Met" or "Not Met" section which is around 43% of our student population that took the test. This numbers is nearly half of the tested population and begs the question; wwhat are we doing to support those students that might be struggling with math and math concepts. This has led us to giving teachers the right to slow down, move off the pacing guide and for teachers to teach students where they are. We also

moved away from the practice of students receiving C or D in a class were being kept them from moving on. Teachers need to teach students and not expect them to already know.

2. When we break the testing out into its sub parts, the school performs in the categories "Near" to "above" standards is greater than 80% in all categories. The question here then, is what are we doing for the 20 % that are below standard. We are making changes to still focus on these areas in terms of pacing and retakes on test.
3. We are looking at ways to support any student struggling from tutoring to APEX support and supplemental programs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1595.9	1506.3	1608.3	1516.9	1582.9	1495.3	23	15
Grade 10	1499.9	1581.8	1508.7	1578.1	1490.8	1585.0	20	14
Grade 11	1519.6	1518.1	1505.8	1508.4	1532.9	1527.2	19	19
Grade 12	1449.1	1395.6	1446.3	1390.1	1451.4	1400.6	36	26
All Grades							98	74

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	60.87	33.33	*	13.33	*	6.67	*	46.67	23	15
10	*	30.77	*	23.08	*	30.77	*	15.38	20	13
11	*	10.53	*	26.32	*	31.58	*	31.58	19	19
12	*	11.54	*	15.38	*	23.08	47.22	50.00	36	26
All Grades	30.61	19.18	19.39	19.18	18.37	23.29	31.63	38.36	98	73

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	65.22	46.67	*	6.67	*	6.67	*	40.00	23	15
10	*	38.46	*	38.46	*	7.69	*	15.38	20	13
11	*	31.58	*	15.79	*	21.05	*	31.58	19	19
12	36.11	19.23	*	26.92	*	3.85	38.89	50.00	36	26
All Grades	39.80	31.51	23.47	21.92	11.22	9.59	25.51	36.99	98	73

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	13.33	*	26.67	*	13.33	*	46.67	23	15
10	*	30.77	*	7.69	*	38.46	55.00	23.08	20	13
11	*	10.53	*	10.53	*	36.84	*	42.11	19	19
12	*	3.85	*	15.38	*	23.08	50.00	57.69	36	26
All Grades	17.35	12.33	17.35	15.07	22.45	27.40	42.86	45.21	98	73

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	65.22	13.33	*	46.67	*	40.00	23	15	
10	*	7.69	*	69.23	*	23.08	20	13	
11	*	5.26	*	63.16	*	31.58	19	19	
12	*	0.00	33.33	42.31	44.44	57.69	36	26	
All Grades	33.67	5.48	34.69	53.42	31.63	41.10	98	73	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	65.22	53.33	*	0.00	*	46.67	23	15	
10	*	61.54	*	30.77	*	7.69	20	13	
11	68.42	52.63	*	15.79	*	31.58	19	19	
12	47.22	42.31	*	7.69	38.89	50.00	36	26	
All Grades	55.10	50.68	19.39	12.33	25.51	36.99	98	73	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	47.83	26.67	*	20.00	*	26.67	23	11	
10	*	30.77	*	53.85	60.00	15.38	20	13	
11	*	10.53	*	47.37	63.16	21.05	19	15	
12	*	15.38	*	19.23	69.44	15.38	36	13	
All Grades	21.43	19.18	19.39	32.88	59.18	19.18	98	52	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.67	56.52	53.33	*	40.00	23	15
10	*	15.38	55.00	69.23	*	15.38	20	13
11	*	5.26	73.68	63.16	*	31.58	19	19
12	*	0.00	30.56	50.00	44.44	50.00	36	26
All Grades	21.43	5.48	50.00	57.53	28.57	36.99	98	73

Conclusions based on this data:

1. We have a high percentage of students testing out in the "beginning" domain. This begs the question of what are we doing to support the development of reading and writing in all classrooms. Are we making an effort to change the way we approach learning in the classroom to help move these numbers in a positive direction? We believe we are now taking the right steps as we focus the school in on close reading strategies and working with literacy in all classes.
2. During this year, what was the focus of PD. Today in 2019-20 the focus is around re-writes and re-testing in order to support learning the material rather than a straight focus on what they already knew.
3. We are setting up focus groups with student to measure our efforts at developing good communication through writing and speaking across the campus.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2868	15.9	3.2	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	3.2
Foster Youth	3	0.1
Homeless	22	0.8
Socioeconomically Disadvantaged	456	15.9
Students with Disabilities	380	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	132	4.6
American Indian	2	0.1
Asian	322	11.2
Filipino	210	7.3
Hispanic	715	24.9
Two or More Races	187	6.5
Pacific Islander	1	0.0
White	1272	44.4






Conclusions based on this data:

1. We are reviewing sub group data with department chairs on a annual basis for the purpose of showing growth and change in our school.
2. Valencia is now doing more to support the needs and provide resources for those students who might not have the same advantages as kids with two parents, or parents with income to support outside tutoring support or time to take them to take COC classes in order to advance. We are doing more to support all students and give everyone an opportunity to succeed. We are using resources provided by the district and the site to support our students and we are looking at ways to change how we look at the mater schedule to support all students.
3. The master schedule is balanced in a way to support the needs of all our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Green		
College/Career  Blue		

Conclusions based on this data:

1. We are doing more to review the smaller pieces of data that bring this data to life. We are reviewing D/F rates, suspension rates based on topic and working with smaller parent groups to try to understand the greater concern.
2. We are working with PD to design sustainable practices that support all students.
3. We have made a strong push to redesign math and the math mindset to become more supportive of struggling students.

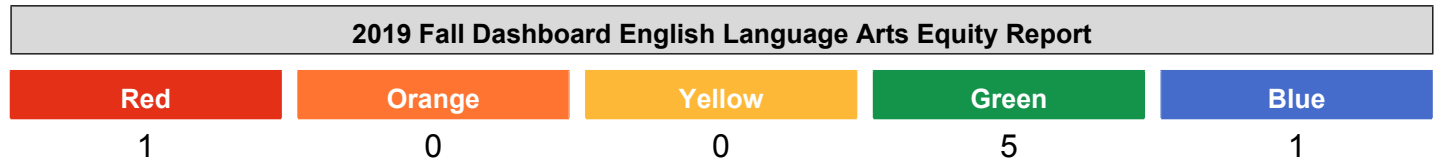
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 75.7 points above standard Declined -4.2 points 614	English Learners  No Performance Color 54.4 points below standard Declined Significantly -20.6 points 24	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Green 26.9 points above standard Increased ++6.2 points 92	Students with Disabilities  Red 71.8 points below standard Maintained ++1.3 points 72

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 37.3 points above standard Declined Significantly -29.7 points 26	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 141.8 points above standard Increased Significantly ++28.5 points 83	Filipino  Green 91.2 points above standard Declined Significantly -28 points 50
Hispanic  Green 41.2 points above standard Declined -7.3 points 156	Two or More Races  Green 56.5 points above standard Declined Significantly -16 points 46	Pacific Islander	White  Green 79.5 points above standard Declined -7.1 points 252

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 88.9 points below standard Increased Significantly ++19.9 points 15	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 9	English Only 74 points above standard Declined -7.4 points 489
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Conclusions based on this data:

1. It seems that Valencia does a great job at supporting those students that already understand the work provided. PD has been developed with a focus to change this mindset and to start working from a growth mindset.
2. Valencia is focusing more on learning rather than just pushing through the material.
3. A concerted effort is being made to allow for re-learning material that students might have missed along the way in order to support continued growth in the classrooms.

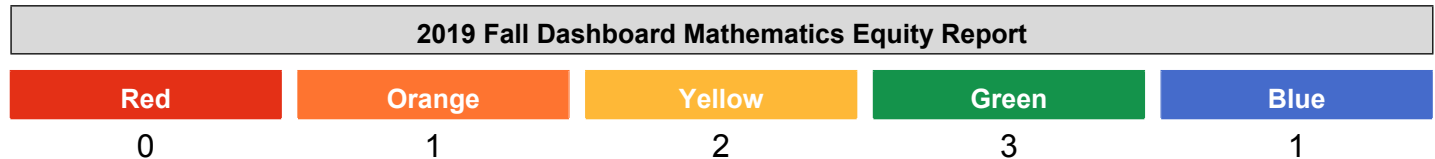
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.6 points above standard Maintained -2.2 points 620	English Learners  No Performance Color 86.3 points below standard Declined Significantly -16.2 points 24	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Green 38.6 points below standard Increased ++13.6 points 92	Students with Disabilities  Orange 146.1 points below standard Increased ++12.2 points 73

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 58.9 points below standard Declined Significantly -49.7 points 26	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 118.5 points above standard Increased Significantly ++24.2 points 83	Filipino  Green 33.3 points above standard Declined Significantly -41.4 points 50
Hispanic  Yellow 34.2 points below standard Declined -4.1 points 158	Two or More Races  Yellow 9 points below standard Declined Significantly -17.9 points 46	Pacific Islander	White  Green 16.7 points above standard Maintained -1.9 points 256

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 107.4 points below standard Increased Significantly ++35.3 points 15	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 9	English Only 7.6 points above standard Declined -5.4 points 495
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Conclusions based on this data:

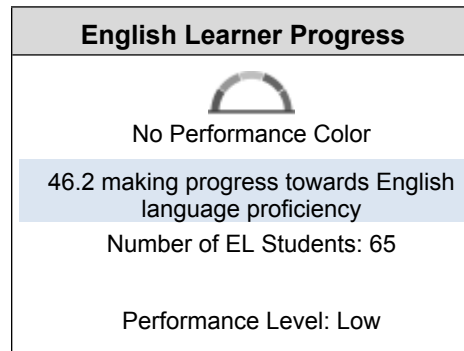
1. We recognize the need to focus on all students, not just those students that already know the material.
2. We are forming PD teams to help teachers understand and support those students that fall behind because they might not grasp a concept.
3. We are breaking down walls that are keeping some of these students from taking advantage of the best programs and the the best opportunities. We are continuing to work with the master schedule to provide the very best education for all students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	33	6	24

Conclusions based on this data:

1. 31% at the beginning stage is very large even if we are only talking about 98 total students out of roughly 2900. We are working closely with our EL teachers to put together the best team in support of the "Somewhat Developed" and "Beginning Stage" student.
2. We are now looking at data in a way that will help our teachers begin to see what learning is actually taking place in the classrooms.
3. We are making changes to class options which in the past have kept EL kids out of learning opportunities.

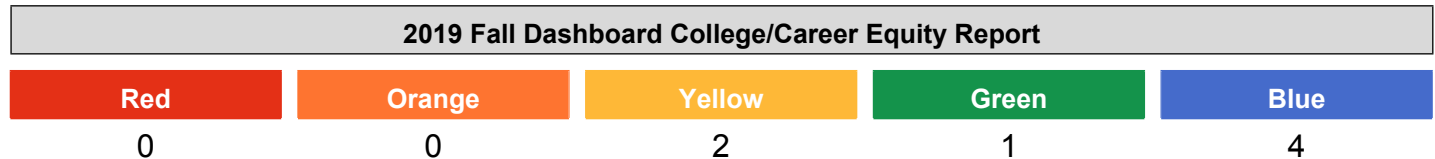
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Blue 70.5 Increased +6 657	English Learners  No Performance Color 28.6 Increased Significantly +18.6 28	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Yellow 51.9 Maintained +1.9 189	Students with Disabilities  Yellow 15.2 Increased +2.2 66

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.5 Declined -2.4 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 85.9 Increased +4.9 71	 Blue 86.3 Increased +14.6 51
Hispanic	Two or More Races	Pacific Islander	White
 Green 59.1 Increased +8.2 154	 Blue 70.7 Increased +14.4 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 71.4 Increased +3.8 301

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	64.5 Prepared	70.5 Prepared
Approaching Prepared	16.1 Approaching Prepared	16.9 Approaching Prepared
Not Prepared	19.5 Not Prepared	12.6 Not Prepared

Conclusions based on this data:

1. We are making a strong push to redesign our master schedule to support all student needs and make sure the proper supports are in place.
2. We are evaluating the accessibility for all students in relation to CTE and A-G courses.
3. We have taken down most walls that keep students with disadvantages out of our advanced classes, either honors or AP.

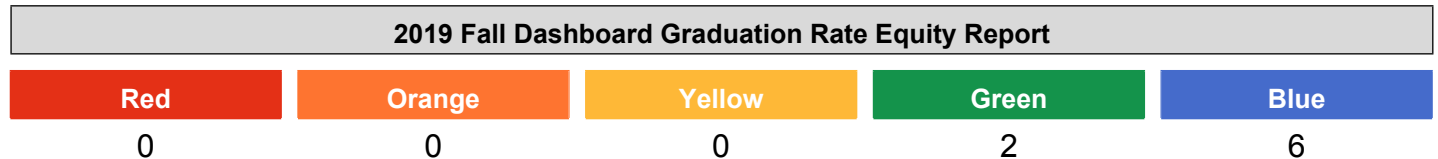
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97.9 Increased +1.3 668	English Learners  Green 94.1 Increased +16.6 34	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Blue 95.9 Increased +1 194	Students with Disabilities  Green 92 Increased +12.5 75

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100 Maintained 0 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 95.8 Declined -1.6 72	 Blue 98 Maintained -0.1 51
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.1 Increased +1.6 158	 Blue 97.6 Increased +3.1 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 98 Increased +1.6 306

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.6	97.9

Conclusions based on this data:

1. We have brought on an intervention program supported by APEX in order to help students that might not have the means to go elsewhere to make up failed classes.
2. Teachers are working more around the idea of "Not Yet Grading" and re-takes on test and work in order to increase learning outcomes and lower D / F rates
3. We are working with the master schedule to place the right teachers throughout the subjects in order to support all learners. We are providing these teachers PD to support their development of needed skills to help all students succeed

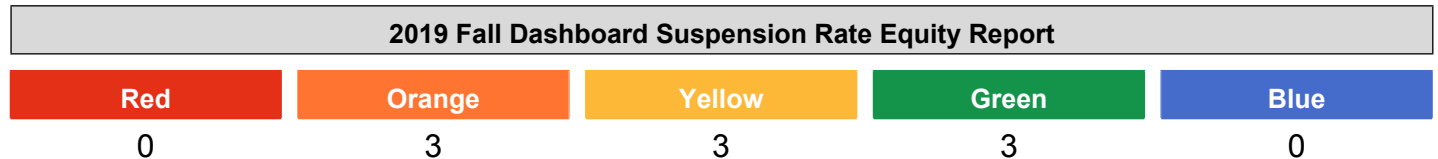
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.4 Increased +0.7 2967	English Learners  Green 1 Declined -0.5 97	Foster Youth  No Performance Color Less than 11 Students - Data Not 5
Homeless  No Performance Color 3.1 Declined -0.6 32	Socioeconomically Disadvantaged  Orange 1.7 Increased +1 519	Students with Disabilities  Yellow 2.2 Maintained 0 413

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 1.4 Maintained 0 144	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Orange 1.8 Increased +1.2 329	Filipino  Yellow 0.9 Increased +0.5 216
Hispanic  Orange 1.7 Increased +1.3 753	Two or More Races  Green 1 Maintained 0 198	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Yellow 1.3 Increased +0.4 1323

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.4

Conclusions based on this data:

1. We are working to provide our students with other means of correction.
2. We are supporting teachers and students by opening opportunities and giving our students greater hope so they continue to push to learn and get the grade they desire.
3. We have freed up our counseling staff to become more proactive with our student population. In the past, counseling had testing, most IEP's, 504's, and some discipline. Now administrators have taken on these roles, giving our counselors the time to get into classrooms more often, visit with kids, and work with the needs of groups of the campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Develop curriculum and instructional strategies to increase levels of literacy and numeracy for all Valencia students, while closing the achievement gap between higher and lower performing students.

Identified Need

We see a lack of focus on actual learning versus the grade a student receives. This is directly related to the resources a student might have at their fingertips.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Feedback from Parent groups and Valencia High School Parent community Forum to improve literacy development and math skills in our students	20% of our parents replied in a survey and 30 parents participated in the the forum . 90% of parents who responded want more math and literacy & writing support.	Greater support for students in class and outside of class in all subject areas
D / F Rates	60% of our students have 1 D or F	Decrease by 30% each quarter by spending more time supporting students and allowing the retaking of tests
Student exit surveys	70% of our students leave classes because they feel they cannot succeed due to a failed test or from falling behind	We expect to see a 40% drop in students leaving classes because they don't feel they have a chance to succeed this year.
Supplemental class requests	100% growth - there was nothing before	We expect to support 100% of the students that our counseling team will put forward for supplemental support keeping them here on campus and giving them a door to graduation.
Math placement data	Prior to changes in 2019, 27% of our Algebra I students were removed from the class due to D or F grade.	We expect this number to drop to less than 5% of our students dropping Algebra I due to grades.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Design Professional Development with an emphasis toward improvement in skills development around literacy and math.

After reviewing the responses from the community forum and parent info, and review of data from the CDE dashboard scores and D/F rates over the last several years, we have noticed a drop in literacy scores in the area of our English Learners with a decline of 38 points. What is more troubling about this is that our English-only students "maintained 1.1 points" showing us the parent concerns of students not having a chance to truly learn how to develop good writing skills.

Because of this data and the info we have reviewed, our PD team has made an aggressive move to help our teachers develop tools that will help our students in all subject areas with a focus on literacy and math. These tools are related to facilitated learning, re-testing, and "Not yet grading" techniques with the intent to get students to engage in the content with teachers clearly defining lesson objectives and group discussions that promote around sound inquiry.

These actions are supported by research done in reference to John Hattie and Robert Marzano articles related to best strategies for students learning found on the Evidence Based Learning website: evidencebasedteaching.org.au

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description and Amount(s)

Description:
Increase PD opportunities focused on literacy and math skills

Amount:
0

Available Balance:
No additional costs

Source(s)

LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:	
Amount:	
Available Balance:	

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 2

Implement new and/or refine current strategies to ensure a positive environment within classrooms and on campus in which all stakeholders are valued and are able to fulfill their potential.

Identified Need

Remove barriers from resources and classes for all students where possible.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Many of our graduating students are limited by resources and cannot take advantage of opportunities to take college level courses or get involved in CTE course work.	Over 825 college classes have been taken by VHS students during the first quarter of the 2019-20 school year. 1% of these courses were taken by students with socioeconomic disadvantages.	Increase offerings to those who are disadvantaged to show at least 20% gain in college level and CTE courses taken by all students
Barriers often keep many of our disadvantaged students out of Honors, college level, and CTE classes.	75% of all Honors and CTE classes held pre-requisites that required students to perform at very high levels in order to be considered for enrollment.	Remove 90% of these identified barriers.
Student feedback about classroom environments as discovered through student Principal lunch time meetings	70% feel safe to take chances in their classes	90% of students should always feel safe to take chances with their classrooms with school work

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Remove barriers from classes that will keep kids out for not meeting certain criteria.

In reviewing the course catalog and talking with parents, looking at the dashboard, and testing data, and how many students willingly remove themselves, we found startling numbers. Over 75% of all students that remove themselves from classes don't feel they have the resource (time, money for tutoring, parents support, etc). to succeed in the class at the level teachers express will be required. Of the 800 plus classes that students took in the 2019-20 school year, over 60% informed the Principal that they were taking the college level class at COC because they felt they would have a better chance at success than if they took the same class here on campus.

Because of these findings, we have made an effort to remove socioeconomic, cultural, and self-perception barriers and provide greater support through on campus tutoring and supplemental classes to give all kids a chance to develop the needed skills to prove successful at college or career.

According to a review of research on removing school wide barriers to learning. As stated in several articles, "How students engage in learning depends on their prevalent intelligence as well as socioeconomic, cultural, and biological factors. " and according to Buckingham and Goodall who presented compelling evidence, that "hearing criticism shifts people into survival mode, thereby impairing learning."...."Learning rest on our grasp of what we're doing well, not on what we're doing poorly, and certainly not on someone else's scene of what we're doing poorly." as found in EL - Educational Leadership , Nov 2019, Vol 77 No3 and "Nine Lies about Work" Marcus Buckingham and Ashley Goodall

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description and Amount(s)

Description:
Professional Development opportunities to improve campus culture and increase student self-esteem

Amount:
0

Available Balance:
No additional costs

Source(s)

LCFF

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$28,970.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$28,970.00
LCFF	\$0.00

Subtotal of state or local funds included for this school: \$28,970.00

Total of federal, state, and/or local funds for this school: \$28,970.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Stephen E. Ford	Principal
Casey Cuny	Classroom Teacher
Jordan VanPuvelde	Classroom Teacher
Kathy Rosenast	Classroom Teacher
Margo Butera	Other School Staff
Brooke Friedman	Secondary Student
Tracy Kuncar	Parent or Community Member
Elie Jetter	Parent or Community Member
Kate Lebaut	Parent or Community Member
Michelle Nakama	Parent or Community Member

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.