

The Single Plan for Student Achievement

School: Scotts Valley High School
CDS Code: 44754324430211
District: Scotts Valley Unified School District
Principal: Valerie Bariteau
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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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The District Governing Board approved this revision of the SPSA on .

Table of Contents

| | |
|--|----|
| School Vision and Mission | 3 |
| School Profile..... | 3 |
| Comprehensive Needs Assessment Components | 3 |
| Data Analysis | 3 |
| Surveys | 4 |
| Analysis of Current Instructional Program | 5 |
| Description of Barriers and Related School Goals | 11 |
| School and Student Performance Data | 12 |
| CAASPP Results (All Students) | 12 |
| CELDT (Annual Assessment) Results..... | 16 |
| Planned Improvements in Student Performance | 17 |
| School Goal #1 | 17 |
| School Goal #2 | 20 |
| School Goal #3 | 23 |
| School Goal #4 | 26 |
| School Site Council Membership | 30 |
| Recommendations and Assurances..... | 31 |

School Vision and Mission

Scotts Valley High School's Vision and Mission Statements

Scotts Valley High School's mission is to provide an exemplary education that will prepare our students to thrive in a modern world. Through our challenging and diverse curriculum, extracurricular programs, and strong partnerships with the community, students are prepared to be skilled and literate members of both local and global societies. SVHS programs enable students to realize their full potential in intellectual, social, physical, and ethical development.

Schoolwide Learner Outcomes (SLOs)

SVHS Falcons are...

DEDICATED LEARNERS who show...

- * REASON: They apply knowledge and think critically.
- * COMMITMENT: They set challenging goals, persevere, and learn from adversity
- * INDEPENDENCE: They take responsibility for their progress.

EFFECTIVE COMMUNICATORS who demonstrate...

- * LEADERSHIP: They organize and direct collaborative projects.
- * CLARITY: They express themselves clearly in a variety of ways.
- * EMPATHY: They listen to others and seek common understanding.

GLOBAL CITIZENS who model...

- * INTEGRITY: They exemplify honesty and compassion.
- * AWARENESS: They seek to understand complex connections of a global society.
- * PARTICIPATION: They contribute to community on local, regional, or global levels.

School Profile

Founded in 1999, Scotts Valley High School graduated its first senior class in June of 2003. SVHS is a comprehensive, accredited high school for grades 9-12, located in the City of Scotts Valley. Our enrollment for the academic year 2016-2017 is approximately 820 students. There are 50 certificated staff members, including teachers, administrators and counselors.

Scotts Valley is a residential, suburban community located 4 miles north of Santa Cruz and 20 miles southwest of San Jose. The community has a population of approximately 12,000. Major employers in the area include Bay Photo, Plantronics, Central CA Alliance for Health, West Marine, Dominican Hospital, Sutter Hospital, Kaiser Health, Cabrillo College, Granite Construction, and the University of California at Santa Cruz. Many residents commute to San Jose for jobs.

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).

Each year in the Spring a survey is given to students, staff and parents. The surveys were last administered in May, 2016. Students took the survey through the Humanities department to ensure all students had an opportunity to participate. A total of 559 students, grades 9-12, participated in the online survey. The Staff survey was administered online and during professional development with 39 participating. For the parent survey our online newsletter, News from the Nest, and a mass email were used to explain and promote the survey. Parents were then invited to participate with 138 parents responding.

Additionally, Freshmen and Junior students took the California Healthy Kids Survey in the Spring, 2015 administered through the Humanities courses.

The Healthy Kids Survey data - at the time of that survey, 36% of freshmen students and 28% of junior students indicated they had been bullied/harassed during the past 12 months . 73% of freshmen students and 80% of junior students agreed that they felt physically safe at Scotts Valley High School.

In the WASC surveys, parents, staff and students agree that SVHS is a welcoming, safe and respectful school.

An overall number of students indicate that most students feel safe. They report that over the last four years bullying, including cyber-bullying, has improved. Noting this improvement, there still continues to be a concern about how to improve the environment and provide support so that all students feel safe and comfortable on campus.

School-Wide Learner Outcomes (SLOs) are poorly understood by parents and students.

Parents and students report that technology, and its use in the classroom, remain a significant challenge. Staff report that technology use in the classroom has significantly improved.

SVHS has room to grow in preparing our students for a multi-cultural society.

In general, IB is well understood and valued.

Staff note a significant improvement in supporting special needs students.

Over the years, we have seen an increased number of students experiencing mental health concerns such as depression and anxiety. Although the most recent data shows an improvement in this area, SVHS recognizes that this is a long term need and we will have continued focus in this area.

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)

- Staff annually reviews the assessment results during the staff development days as well as periodically throughout the year. Staff analysis includes lists of target students identified for interventions.
- Staff annually reviews the results from the International Baccalaureate (IB) exams to better support students and improve the individual program.
- Results from standards-aligned benchmark assessments in English and Math are analyzed to determine next steps with students who require additional teaching and support as well as how to proceed for students who already know the material.
- All departments give classroom standards-based assessments which are analyzed together with other teachers who have the same level courses.
- Response to Intervention continues to guide teachers to provide in class support and utilize appropriate strategies to help all students be successful before referring students to other programs.

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

Benchmark assessments are an integral part of the report card data. Teachers use their individual class data to inform and modify their instruction to increase student achievement.

- Grade level teachers use the grade level performance data to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance.
- The administration, along with grade level teacher leaders, facilitates the analysis of student achievement data using both state and local assessments.
- Staff and the School Advisory Council use the information to set goals and direct resources for improved student achievement.
- The results drive our intervention programs.
- District has purchased a data management program to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data.
- District Benchmark Assessments are given 2 times yearly in core subjects, with an additional writing assessment given in all subject areas.

Staffing and Professional Development

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

Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence. All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification.

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

All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification. We currently have two teachers completing their internship with us.

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

- Certificated staff attends workshops and conferences to strengthen content understanding, refine instructional strategies, and improve student learning. Teachers attend Santa Cruz County Office of Education workshops.

Math teachers have attended SVMl workshops with two continuing in the Twilight follow up series.

- Teachers have 70 minutes of weekly staff development through a regularly scheduled early release day. Teachers assess and identify advanced and struggling students, discuss teaching strategies, analyze data and plan instruction accordingly.
- Annually staff development is focused on the continued cycle of improving student achievement by using data analysis to guide instruction. Emphasis is placed on identifying and supporting students with special needs.
- District-wide staff implementation is used to track and analyze student achievement data.
- Professional Development time is focused on training and support for teachers who teach classes in the International Baccalaureat (IB) program. IB teachers meet monthly to collaborate on program needs, individual student progress, and internal and external assessments. Every two years IB teachers attend IB training sponsored by the IB organization.
- Professional Development time is dedicated to completing the WASC Self Study to meet the needs of accreditation. Time is spent analyzing achievement data, curriculum, assessments, school culture and school policies. From this study, Critical Areas of Need (CANS) are identified, and school wide goals are determined and monitored throughout the WASC process and timelines.
- Professional Development also focuses on our continued transition to Common Core Standards.

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

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards based instructional materials. The major provision for professional staff development is a weekly district-wide restructured day (Wednesdays) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Ongoing training of teachers in research-based strategies to increase learning for our English Learner students.
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics.
- Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.

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

- Teachers collaborate at department levels to target the needs of underperforming students and analyze student work to plan for instruction to meet the needs of all students.
- Weekly professional development time provides opportunity to meet within the departments as well as meet with other grade level teachers in other content areas.
- Teachers have 70 minutes of weekly staff development through a regularly scheduled early release day.
- Teachers assess and identify advanced and struggling students, discuss teaching strategies, analyze data and plan instruction accordingly.

Teaching and Learning

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

The school district provides standards-aligned (1997-adopted content standards or CCSS) textbooks and instructional materials, including ancillary materials for universal access for all ninth and tenth grade ELA courses and for mathematics, standards-aligned (CCSS) mathematics textbooks and instructional materials for all students enrolled in Mathematics I, II and III in an integrated sequence. There is sufficiency of textbooks and materials for every student.

- Instructional materials are aligned with State Standards
- Curriculum, instruction and materials undergo regular examination and refinement based on student assessment results.
- Following the state's textbook funded adopted cycle, materials/textbooks are aligned with Common Core and California State Standards
- Teachers utilize standards-aligned District and Department benchmark assessments two times annually and IB data to ensure that all standards are being addressed and learned.
- Teacher goals, classroom observations and instructional practices are aligned with the Common Core and California State Standards for the Teaching Profession (CSTPs)

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

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

Directed Studies classes are offered to support students with disabilities. Teachers and support staff provide tutoring and lessons to supplement core class instruction.

- The EL teacher pulls out EL students to assist in setting individual goals, monitor progress, and supplement lessons.
- Classroom teachers collaborate regularly with Special Education teachers and support staff.
- A weekly Tutorial Period (65 minutes) has been created to support students in accessing their teachers outside of the regularly scheduled class time. All students are assigned a Tutorial Period and then can request to spend time with another teacher where they are experiencing struggles and/or need additional time for work in that course. If students do not need the extra support time then they can remain in their Tutorial Period and utilize the time to work on any subject they choose, thus effectively using it as a study hall.
- This year plans include adding a Study Skills Course and EL Homework Club.

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

- Currently utilized textbooks and materials are state-approved and standards-aligned and have been purchased regularly to enhance instruction, fill in textbook content gaps and reinforce learning. Mathematics 1, II and III teachers utilize a newly adopted textbook series to support the integrated math courses.

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

- All course textbooks and supplemental materials have been adopted and are aligned to state standards.
- Teachers review annually curriculum and scope and sequences to confirm that they are aligned to Common Core and state standards.

Opportunity and Equal Educational Access

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

- A Directed Studies program, staffed with special education teachers and aides, is provided to assist students with disabilities
- Special Education teachers and aides provide both push in and pull out support for students in all classes to assist in studying, homework, preparing for and taking tests in alternative environments.
- All our teachers are CLAD or SDAIE trained and utilize these strategies across the curriculum.
- Teachers collaborate at department levels to target the needs of underperforming students and analyze student work to plan for instruction to meet the needs of all students. Weekly professional development time provides opportunity to meet within the departments as well as meet with other grade level teachers in other content areas.
- School counselors monitor students and oversee SSTs, 504s and other intervention programs. A weekly after school peer tutoring program is utilized by students who are identified by staff, parents or self identify as needing help with homework. Daily lunch tutoring is available to students taking all levels of courses in English, Math, Science and Social Science.
- * A weekly Tutorial Period is utilized by students to access additional support by teachers. Students request time in Tutorial (outside of the regular class time) to meet with teachers when they feel they are struggling in that subject.
- Two counselors meet with at risk students who have been identified as needing support in areas of alcohol, drug and tobacco abuse, social, emotional and personal issues, and anger management.

14. Research-based educational practices to raise student achievement

- A Directed Studies program, staffed with special education teachers and aides, is provided to assist students with disabilities.
- Special Education teachers and aides provide both push in and pull out support for students in all classes to assist in studying, homework, preparing for and taking tests in alternative environments.
- All our teachers are CLAD or SDAIE trained and utilize these strategies across the curriculum.
- Teachers collaborate at department levels to target the needs of underperforming students and analyze student work to plan for instruction to meet the needs of all students. Weekly professional development time provides opportunity to meet within the departments as well as meet with other grade level teachers in other content areas.
- School counselors monitor students and oversee SSTs, 504s and other intervention programs.
- * A weekly after school peer tutoring program is utilized by students who are identified by staff, parents or self identify as needing help with homework.
- * Daily lunch tutoring is available to students taking all levels of courses in English, Math, Science and Social Science.
- * A weekly Tutorial Period supports students in providing access to their teachers outside of the regularly scheduled class time.
- Two counselors meet with at risk students who have been identified as needing support in areas of alcohol, drug and tobacco abuse, social, emotional and personal issues, and anger management.

Parental Involvement

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

- The DELAC committee meets regularly to provide support for parents who are non-English speakers. A community liaison has been hired to specifically support families of our English Learners.
- Teachers offer assistance for students before school, at lunch and after school.
- * Peer tutors are available during the weekly professional development when students are out early from school to support students in all subject areas.
- * Peer tutors are available daily at lunch to provide support for students in English, Math, Science and Social Science at all levels.
- The County Regional Occupational Program (ROP) provides students with career tech courses that promote the Career Tech Education (CTE) for students who wish to explore career pathways. Courses are available on campus, at other high school campuses or through county government programs.
- * In collaboration with the SCCOE and ROP, a CTE Pathways Grant has been funded and SVHS will receive funds to create a Media, Arts and Technology pathway.
- Students may elect to take courses through accredited online programs to remediate failed classes or accelerate to more advanced levels, and SVHS accepts units for these classes as appropriate.
- * A partnership with a local tutoring program provides additional student support and proctors for the required end of course exams.
- The local community college allows students to be concurrently enrolled for students who wish to accelerate their learning or take advanced courses not provided by our high school.
- Power School, a web based student information system, allows parents to check grades daily, learn about future assignments and assessments in all classes and to monitor daily attendance. Progress reports are given 2 times per each semester, along with the end of semester report card, to inform parents of adequate progress. Parents are encouraged to contact teachers via phone, email or meetings to discuss student needs and concerns.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Scotts Valley Education Foundation (SVEF) provides funds and support through a growing endowment that benefits the high school students in counseling and library services as well as direct support in classrooms (science equipment purchased through grants written by SVEF).

The School Advisory Committee (SAC) is comprised of staff, students, parents and a community member who meet monthly. They review instructional practices, data, school policy and address other issues or concerns. They are charged with approving our LCAP, WASC and IB self studies and annual goals.

The SVHS Parent Club is our PTO. Officers and parents in general meet monthly. They provide support to the classroom teachers and office staff with donations and volunteers. They annually review the LCAP and WASC self study. Each year the Parent Club gives each teacher discretionary money that can be used by the teacher to provide resources to meet the needs of the students. Each subject department receives discretionary money for department targeted needs.

The Falcon Club is our athletic booster group. They provide 100% of the funds needed to run the after school extra-curricular athletic program.

- Parents make financial contributions to individual classes. Some of these donations are used to purchase materials and equipment to support students.
 - Parents volunteer in the classes and school site. Most of our volunteers are parents who choose to work in the school.
 - Funds are allocated to the school in the form of personnel, materials, staff development, and parent education.
 - Professional Development time provides opportunities for teachers to meet together as needed to discuss individual student progress and needs.
 - SST (Student Study Teams) provides resources of ideas and strategies for both parents and teachers to assist low achieving students.
 - The Tutorial Period provides opportunities to students for one on one, small group intervention within the school day.
- * A Study Skills course will be piloted this year for the purpose of supporting struggling academic students.

- ELD (English Language Development) serves students at the site in oral language development and transitional reading/writing development.
- Special Education programs at the site: RSP, Speech and Language, Special Day class, Adaptive Physical Education, Occupational Therapy
- Counselor Services are available to students identified as needing personal, social and emotional support.
- Behavior Specialists are assigned to students identified through the IEP process.

Community

- Local businesses and service organizations (Kiwans, Scotts Valley Rotary Club, etc.) donate funds to the school that can be used in a variety of ways to assist students. The high school music program has benefited from substantial annual donations that are used to supplement the classroom and outside competitions and participation.

* The SVHS Stadium Committee has formed with the purpose of building a stadium with a turf field, all weather track and stadium seating. A multi- year project, there is also an intent to eventually build a swimming pool.

Funding

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

- Supplementary funds help provide support services of a district certificated teacher for English Language Learners.
- Grant and district funding provide for two counselors to provide services four days per week for social, emotional and personal counseling. The local Rotary Club provides funds to support an 8 week long after school intervention program to support students who have been caught (by school officials, parents or the police) using or possessing alcohol, drugs and tobacco products.
- District Educator Effectiveness funds provide inservice for teachers to attend workshops presented by our County Office of Education. Through these workshops teachers learn strategies to provide support for our struggling and under performing students.

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA). All expenditures are detailed within the LCAP with consideration to the LCFF.

Description of Barriers and Related School Goals

- It was noted that while there has been great improvement, there continues to be budget constraints resulting in some limited resources, including staffing, instructional materials and equipment.
- There continues to be concern in the areas of support for the struggling student. There continues to be an interest in having more counselors available to students and other intervention programs and materials to support students.
- In Math, IB Science and English new textbooks have been adopted that are aligned with Common Cored standards. However, in several subject areas textbooks currently utilized are over 15 years old and a need has been identified to adopt new textbooks and other instructional materials to support the standards in all areas.
- While there has been a noted improvement, there continues to not be enough technology available to staff and students. Some of what we do have is old and outdated thus being unable to support newer programs and software. There is a need to completely replace two computer labs currently utilized by ROP courses.

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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 191 | 197 | 181 | 193 | 180 | 193 | 94.8 | 98 |
| All Grades | 192 | 197 | 181 | 193 | 180 | 193 | 94.3 | 98 |

* 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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 2647.1 | 2667.9 | 41 | 45 | 41 | 42 | 9 | 10 | 9 | 3 |
| All Grades | N/A | N/A | 41 | 45 | 41 | 42 | 9 | 10 | 9 | 3 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 11 | 50 | 51 | 44 | 46 | 6 | 4 | |
| All Grades | 50 | 51 | 44 | 46 | 6 | 4 | |

| Writing Producing clear and purposeful writing | | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 11 | 46 | 62 | 43 | 35 | 10 | 3 | |
| All Grades | 46 | 62 | 43 | 35 | 10 | 3 | |

| Listening Demonstrating effective communication skills | | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 11 | 37 | 27 | 53 | 69 | 10 | 4 | |
| All Grades | 37 | 27 | 53 | 69 | 10 | 4 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 11 | 56 | 55 | 37 | 41 | 7 | 4 | |
| All Grades | 56 | 55 | 37 | 41 | 7 | 4 | |

Conclusions based on this data:

1. Students at Scotts Valley High School in the 11th grade performed extremely well overall in ELA.
2. Writing was a specific strength
3. When compared to other state schools our ELA scores (proficient and above) were 87% compared to 59% for the State.

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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 191 | 197 | 182 | 192 | 180 | 191 | 95.3 | 97.5 |
| All Grades | 192 | 197 | 182 | 192 | 180 | 191 | 94.8 | 97.5 |

* 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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 2658.2 | 2641.3 | 29 | 27 | 32 | 28 | 26 | 26 | 13 | 19 |
| All Grades | N/A | N/A | 29 | 27 | 32 | 28 | 26 | 26 | 13 | 19 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 42 | 38 | 44 | 39 | 14 | 23 |
| All Grades | 42 | 38 | 44 | 39 | 14 | 23 |

| 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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 33 | 35 | 55 | 49 | 12 | 17 |
| All Grades | 33 | 35 | 55 | 49 | 12 | 17 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 11 | 35 | 32 | 58 | 53 | 7 | 14 |
| All Grades | 35 | 32 | 58 | 53 | 7 | 14 |

Conclusions based on this data:

- 11th grade student scores declined from 14-15 to 15-16
- There is a discrepancy between ELA and Math scores where the gap grew.
- State scores (proficient and above) were 33% compared to our scores which were 55%

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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| 9 | | | | | *** | | *** | | | | | | | | *** |
| 10 | | | | | | | | *** | | | | | | | |
| 11 | *** | | | | | | | | | | | | | | |
| 12 | | *** | | *** | | | | | | | | | | *** | |
| Total | *** | 25 | | *** | 25 | | *** | 25 | | | | | | 25 | 100 |

Conclusions based on this data:

1. By the time EL students have reached high school, they are mostly doing well in language acquisition and overall academic studies.
2. We continue to need to support our EL students in and out of the classroom.

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Basic Services |
| LEA/LCAP GOAL: |
| Goal 1: SVUSD will fully implement Common Core State Standards (CCSS). Teachers will be trained and provided with appropriate, aligned materials and technology integration. |
| SCHOOL GOAL #1: |
| Scotts Valley High School will fully implement Common Core State Standards (CCSS). Teachers will be trained and provided with appropriate, aligned materials and technology integration. |
| Data Used to Form this Goal: |
| 2016 CAASPP data. Foundational standards from the ELA and Math units, assessments such as essays and other writing, projects, and exams, including benchmarks and interim assessments. 2016 CELDT scores for identified EL students. |
| Findings from the Analysis of this Data: |
| CASPP data revealed that focus needs to be on math. The LCAP focuses on raising the band level for all students, with emphasis on socio-economically disadvantaged students. |
| How the School will Evaluate the Progress of this Goal: |
| Benchmark assessments evaluated each semester to determine curricular changes and instructional strategies. Individual data from benchmarks will be used to determine student needs and identify those who may need additional support and/or intervention strategies. Benchmark assessments will be administered and compared year to year to inform instruction and confirm areas of growth and concern. Continued implementation, collaboration and refinement of math curriculum. 2017 CAASPP results. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|---|---------------------------------|------|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>All students will take benchmark assessments through SBAC or Illuminate.</p> <p>In all subject areas writing samples will be taken throughout the year (in addition to benchmark tests), and student progress observed. Re-teaching will be done as needed. Results will be compared and analyzed by the whole department.</p> | <p>Start Date : 8//2016</p> <p>Completion Date- 6/2017</p> | All teachers | Funding included in LCAP goals | | | |
| <p>All Math teachers will participate in the professional development with the implementation of the new adopted math textbooks: some teachers will participate in SVMl</p> <p>Organized and scheduled peer observations and collaboration will occur throughout the year in Math 1, 2 and 3.</p> <p>All teachers will participate in PD as appropriate.</p> | <p>Start Date : 09/2016</p> <p>Completion Date: 06/2017</p> | All teachers | | | LCFF - Supplemental | |
| <p>Focus on English Learners and Students with Disabilities will occur across all curricular paths</p> | <p>Start Date : 09/2016</p> <p>Completion Date: 06/2017</p> | All teachers | | | | |
| <p>The ELD teacher will provide support both in and out of classes to focus on acquiring language skills.</p> | <p>Start Date: 09/2016</p> <p>Completion Date: 06/2017</p> | All teachers with emphasized focus from ELD teacher and Special | Certificated hourly ELD support | | LCFF - Supplemental | 9992 |

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

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Pupil Achievement |
| LEA/LCAP GOAL: |
| Goal 2: SVUSD will provide comprehensive programs to improve student performance and address needs of all students. |
| SCHOOL GOAL #2: |
| SVHS will provide and evaluate academic programs for all students, with focus on low socio-economic students and students with special needs. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• 2017 CAASPP exam• 2017 EAP In Math• Local assessments, including common end of term exams, benchmark assessments• 2017 Student, staff, and parent survey data |
| Findings from the Analysis of this Data: |
| <p>Continued support is needed for all students in Math, especially our EL and Special Needs population.</p> <p>There are students who do not qualify for EL and Special Education and yet struggle in all subjects, especially math. They are in need of additional academic and personal support.</p> |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• 2017 CAASPP Results• Successful completion of EL support as students are designated RFEP• Successful completion of support systems and programs such as EL Homework Club and Study Skills Course with students successfully completing academic course work |

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| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|--|-------------------------|------|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Students identified as low performing will receive individual and small group instruction from the teacher during the Tutorial Period.</p> <p>Students will be referred to Peer Tutoring when appropriate.</p> <p>Teachers will choose lower-performing students, monitor these students more closely, and provide extra assistance within the class time.</p> | <p>Start Date : 08/2016</p> <p>Completion Date : 06/2017</p> | All teachers | | | | |
| <p>Study Skills Course to be held within the school day for students identified by teachers as low performing.</p> | <p>Start Date: 08/2016</p> <p>Completion 06/2017</p> | <p>Study Skills teacher with support from all subject area teachers.</p> | | | LCFF - Supplemental | 25,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|---|-------------------------|------|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | | | |
| After school a Homework Support Club will be piloted. Sessions will be provided twice weekly. A focus may be on EL students , but other students may be identified and referred due to low performance in academic courses. | Start Date: 10/2016 Completion 06/2017 | Staff/ Homework Club teacher with support from all subject area teachers | | | LCFF - Supplemental | 2,313 |
| In the English and Social Science departments, a reader will be provided to support students in their reading and writing skills and to provide one to one support when needed and requested. | Start Date: 10/2016 Completion 06/2017 | All English and Social Science teachers | | | LCFF - Supplemental | 15,000 |
| Investigate an intervention class (to be held first period) with implementation to begin in the 2017-18 school year. Students identified as needing intensive and additional support would be assigned to work with a credential teacher(s). Intervention would be focused on writing strategies, literary response and analysis and possible executive functions. Focus on math skills will include skills needed in Math 1, 2 and 3. This course will potentially replace and/or support the afternoon Study Skills Course currently being piloted. | Start Date: 10/2016 Completion 06/2017 | Adminstration with support from Intervention, ELD and Special Ed Teachers | | | | |

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Course Access |
| LEA/LCAP GOAL: |
| Goal 1 Goal 3: |
| SCHOOL GOAL #3: |
| SVHS will ensure that all students will be college and career ready by providing appropriate course access in all subject areas. Staff will implement Technology Scope and Sequence, using common language and teaching specific skills in every grade. Technology will be integrated across the curricular areas. Focus will be placed on increasing equipment and software access with professional development on classroom instruction. |
| Data Used to Form this Goal: |
| Technology survey in 2015. CASSPP testing requiring the use of computers for the exams. Updated Science Classrooms to effectively address new IB and Next Generation Science standards. |
| Findings from the Analysis of this Data: |
| Need to increase access to technology by purchasing Chromebooks, software, other classroom equipment. Staff, student and parent surveys placed a high priority on integrating technology across the curriculum and increasing access. Student interest indicates a need for additional course offerings in science, arts and electives. |
| How the School will Evaluate the Progress of this Goal: |
| Staff, parent and student surveys data. Continued district and site monitoring of technology use in classroom instruction. Staff use of Illuminate (Data Analysis Program). |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|----------------------------------|--|------|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Chromebooks purchased over time, with the intention to eventually reach a one to one match.</p> <p>With school funds and donations the high school will purchase additional 36 Chromebooks and cart for a full classroom use.</p> <p>Investigate the purchase of new computers and other equipment for the two labs utilized in ROP classrooms</p> | 2016-17 and ongoing | District and site administration | <p>Funding included in LCAP goals</p> <p>Donations</p> <p>Funding included in LCAP goals</p> | | <p>District Funded</p> <p>Donations</p> <p>District Funded</p> | 12,000 |
| <p>Professional development to train teachers in the use of technology in classroom instruction, including implementation of district wide technology standards.</p> <p>Professional Development to include lessons on Google Classroom, and Google Apps for Education.</p> <p>Professional development in the implementation of Illuminate, a data analysis program.</p> | 2016-2017 and ongoing | District and site administration | <p>Funding included in LCAP goals</p> | | | |
| <p>High school staff to participate in district wide Tech Force to collaborate and learn strategies with the goal of integrating technology into their educational practice. Tech Force members will then provide additional professional development to other teachers.</p> | Fall, 2016 and ongoing | | <p>Funding included in LCAP goals</p> | | | |
| <p>Investigate a CTE pathway in Digital Arts and Media in collaboration with</p> | Fall, 2016 and ongoing | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| the county ROP program. Determine courses to be included in a 4 year pathway. | | | | | | |
| Provide additional course offerings in: Social Science- IB and Social and Cultural Anthropology Science- Marine Biology | Start Date: 08-2016 End Date: 06-2017 | All Teachers in the Corresponding Subject Areas. Collaboration with SCCOE and ROP programs | | | General Fund | |
| Student participation in HS Alumni Career Fair, Career Panels, ROP Expo, Community Service Fair and Military Representative Days to further educate students in post-secondary college and career options | Start Date: 08-2016 End Date: 06-2017 | <ul style="list-style-type: none"> • Student Government • Counselors • ROP Teachers and Counselors • Community Service Coordinator • College and Career Advisor | | | | |
| Investigate ways to increase student access to the Library by: <ul style="list-style-type: none"> • increasing library hours. • building a library and media center. • expanding library materials to aid in research | Start Date: 08-2016 End Date: 06-2017 | | | | | |

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: School Climate |
| LEA/LCAP GOAL: |
| Goal 4: SVUSD will provide a safe and engaging environment for students. |
| SCHOOL GOAL #4: |
| To provide a safe and engaging environment for all students, to reduce stress and create an effective learning environment for students which may include having an appropriate workload, feeling physically and emotionally safe, and being supported and cared for personally and academically. A safe student is a productive student. |
| Data Used to Form this Goal: |
| Chronic absentee data Suspension and expulsion data Drop out rate Graduation rate SST and IEP referrals for personal, social emotional needs Referrals to social/emotional counselor Healthy Kids survey WASC Climate Student survey |
| Findings from the Analysis of this Data: |
| There has been an increase in the chronic absentee rate that is reported due to the student's mental health and other stress related health concerns. Student reported findings from the Healthy Kids Survey indicate that while 80% of juniors and 72% of freshmen feel physically safe at school there is still room for improvement. As students mature, from 9th to 11th grades, they feel safer and experience less harassment/bullying. While low, there was a significant increase in 11th grade in 2015. Cyber bullying incidents seem to be on the decline over the past 3 years. Through our SST and IEP process students are identified as needing additional counseling support. |
| How the School will Evaluate the Progress of this Goal: |
| Lower chronic absentee rate Lower suspension rate 0% drop out rate |

Student survey data

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|--|---|------|---|--------|
| | | | Description | Type | Funding Source | Amount |
| Continue offering and refinement of a new course for all freshmen that will support the students in being more successful in high school. Freshmen will take the semester course in lieu of World Studies 1 and partnered with the Health course. | Start Date : 09/2016 Completion Date : 06/2017 | All teachers, other staff, administrators, student leaders | Release time for teacher to plan/work together | | Site Formula Funds | 200 |
| Continue part time counselor (one and a half days) to support students in the personal, social, emotional areas. Partner with local counseling service to provide 12 hours per week (over two days) for counselor to provide additional personal, social, emotional counseling. | 08/1/2016 | Counselor | Included in district funds Funding included in LCAP goals Grant funded. No cost to district | | District Funded District Funded Donations | |
| School- wide Positive Behavior Support system (PBIS) with staff to be trained and PBIS to be implemented across the high school in collaboration with district. | Start Date : 09/2016 Completion Date : 06/2017 | All teachers, other staff, administrators | Cost included in district funds | | | |
| Professional Development (PD) time devoted to teachers identifying and discussing effective strategies in supporting students emotionally and academically. (ie: students at need include but not | Start Date : 09/2016 Completion Date : 06/2017 | All teachers, other staff, administrators, student leaders | No additional cost | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| limited to: LGBT, EL identified as "marginalized", foster youth. students in the juvenile court probation system) | | | | | | |
| <p>Historical and current events will be used as a mode to introduce various skills that will target academic and social needs. The list includes, but not limited to, presentation and communication skills, social interactions, and bullying.</p> <p>Peer Advocacy Team (PAT) supports student outreach to new students and peer to peer counseling. There is an identified need to research funding to provide a course and training for both staff and students.</p> <p>Tutorial Period, continued implementation and refinement of a weekly period of 65 minutes to allow students to access teacher support when struggling in different subject areas. The Tutorial period can also be used as a study hall, to complete work, work on group projects, reading for pleasure.</p> <p>Multicultural curriculum will be taught in all disciplines to increase international-mindedness and in doing so, assist marginalized students to be able to see themselves included in the SVHS culture.</p> | <p>Start Date : 09/2016</p> <p>Completion Date : 06/2017</p> | All teachers, other staff, administrators, student leaders | No additional funds | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|--------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Explore materials that support a safe learning environment. Investigate programs and alternatives to suspension and other responses to discipline concerns. | Start Date- 09/2016 Completion Date- 06/2017 | | Cost to be determined | | | |

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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Valerie Bariteau | X | | | | |
| Mike Hanson | | | X | | |
| Dave Crawford | | X | | | |
| Lynne Near | | X | | | |
| John Postovit | | X | | | |
| Christie Danner | | | X | | |
| Rocco Chappie | | | | X | |
| Beth Raymond | | | | X | |
| Monique Pacurariu | | | | X | |
| Barbara Imbert | | | | X | |
| Tim Johnson | | | | X | |
| Claire Clendenen | | | | | X |
| Ann Codiga | | | | | X |
| Kyla Kuo | | | | | X |
| Hailey Weingord | | | | | X |
| Numbers of members of each category: | 1 | 3 | 2 | 5 | 4 |

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 9/28/2016.

Attested:

Valerie Bariteau

Typed Name of School Principal

Signature of School Principal

Date

Monique Pacarariu

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date