2015-16 Single Plan for Student Achievement

Victory High School
School Name

31750850000000
CDS Code

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Rocklin Unified School District
School District

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Entered Program Improvement (PI Schools Only) – 10-11-12

Revised (PI Schools Only) – 12-3-12

Re-Approved by School Board (PI Schools Only) – 1-16-13

The District Governing Board approved this School Plan on December 16, 2015.

II. School Vision and Mission

Students are supported while learning core knowledge, skills and self-advocacy to be successful in an ever-changing global-based society. We engage students in their own learning by celebrating their successes and helping them to envision and create their own futures.

School Motto: Motivate, Educate, Graduate

VHS ESLR's: Students will:
- Achieve academic Competence by meeting state content standards in all subjects, by completing all required courses, and by passing the CAHSEE.
- Become Communicators who convey significant messages verbally, in writing, and through use of appropriate technology in academic and non-academic settings.
- Become Citizens who willingly volunteer, respect other cultures, and are responsible members of society as evidenced by good attendance and behavior in a safe and supportive environment.
- Become Career Seekers who demonstrate interpersonal skills through graduation portfolio requirements (Job-O survey, career research, interviews, resume, letter of introduction, job application, project presentation, research paper, and interview panel).

III. School Profile

The city of Rocklin lies 20 miles northeast of Sacramento. In September 1995, Rocklin Unified School District (RUSD) began Victory High School in a set of alternative education classrooms on its Rocklin High School campus. In 2000, Victory High School moved to its present and permanent location, across the street from Rocklin High School on the Rocklin Alternative Education Center campus. The Rocklin Alternative Education campus is also home to Rocklin Independent School, an independent studies program.

Victory High School serves students who are primarily juniors and seniors (11th and 12th graders). Victory High School is an educational option/continuation school for grades 11 and 12. It is a high school graduation program designed to meet the needs of students aged sixteen and older who have not graduated from high school. Approximately 95% of our students are referred to our program for a variety of reasons: 1) They are significantly behind in credits at the comprehensive high schools and are in danger of not graduating, 2) Are in need of a smaller school environment and thus would thrive at a school of 100 students such as Victory, 3) Have a desire to graduate from high school early to pursue a junior college, trade, or the military. Supplemental programs and services include Regional Occupation Programs, career counseling, and work experience. Our goal is to ensure that each VHS student learns the essential academic and life skills necessary to earn a diploma and function competently in their lives beyond. The staff at Victory High School prides itself on the interpersonal relationships that are built as the main support for student success.

IV. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

DISTRICT GOAL
(Goals should be prioritized, measurable, and focused on identified student learning needs)
To align our Single plan for Student Achievement to the LCAP Priorities, including the following District Strategic Priority Objective and Strategies;

- Engage in authentic learning experiences
- Demonstrate continuous progress toward increasingly challenging academic goals
- Find his or her passion as a learner
- Acquire skills to conquer challenges and build healthy relationships
- Learn the value of contributing to community through active participation

We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.
We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults

1. Free & Reduced Meal Program Students (42 out of possible 98 students)
2. Hispanic (17 out of possible 98 students)

SCHOOL GOAL #1
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Continued Implementation of instruction focusing on higher level thinking with an emphasis in reading strategies.

What data did you use to form this goal (findings from data analysis)? Previous State Testing Data, Observations from within the classrooms, discussions as a staff, Staff Analysis of success on Essential Questions within each subject.	**How does this goal align to your Local Educational Agency Plan goals?** Objective 1: Engage in Authentic learning experiences (Strategy 1: Create student academic growth through dynamic, relevant, and increasingly challenging learning experiences).
What did the analysis of the data reveal that led you to this goal? With the onset of the Common Core State Standards, it was determined that a unified effort on instructional strategies based around Common Core (combined with continued focus of increasing attendance and parent knowledge of the inner workings of Victory) was needed to see increased student achievement. Specifically with deeper analysis by students at the DOK 3 and 4 level. In addition, with the focus on Reading to guide instruction.	**Which stakeholders were involved in analyzing data and developing this goal?** All VHS Staff Members (Emphasis on Certificated staff)
Who are the focus students and what is the expected growth? Due to Common Core State Standards focusing on the lifelong learner skills needed for all students to be successful, the focus students are all students currently enrolled at Victory (with a specific focus on the two largest subgroups: Free and Reduced and Hispanic).	**What data will be collected to measure student achievement?** Attendance Rates, CCCSS Smarter Balanced scores, Senior exit survey
What process will you use to monitor and evaluate the data? Attendace Rates, CCCSS Smarter Balanced scores, Senior exit survey	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1

	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Use of new Curriculum/Strategies to further implement Common Core • Use of Essential Questions to guide lesson plans • Strategies including AVID Notes to spur deeper critical thinking within the class periods. • Use of Primary Documents and Reading Strategies to increased reading level of all students at a high school grade level (Increase overall reading level (9-12) by 5%). • Use of Technology to drive instruction/engagement: Schoology, Chromebooks, Google Docs, and additional resources available. • Use of real world examples and documents to incorporate into curriculum	Ongoing throughout year			Performance on CCCSS test (baseline test for 2014-2015 Analysis of results on DOK 3-4 questions on unit exam within each subject. Compare/Contrast STAR Reading results based on previous years (and growth between September and May of students) Accuplacer Statistics (reported by students)
2	Focus on Professional Development centered around best teaching practices: Implement a Peer walkthrough system to spur conversation between staff on best instructional strategies used within the classroom. Forms will allow for documentation between staff members to answer "What worked and why?" Attend conferences (CCEA, AVID, PCOE, CDE, etc) on Core Standards in addition to other content/instructional strategy conferences/workshops that arise throughout year	Ongoing throughout year			Performance on State tests (as compared to previous year) Done as a Google Form to document strategies used and notes for teachers to use during their discussions. Documentation of strategies used in the classrooms

IV. Planned Improvements in Student Performance (continued)

DISTRICT GOAL
(Goals should be prioritized, measurable, and focused on identified student learning needs)
To align our Single plan for Student Achievement to the LCAP Priorities, including the following District Strategic Priority Objective and Strategies;

- Engage in authentic learning experiences
- Demonstrate continuous progress toward increasingly challenging academic goals
- Find his or her passion as a learner
- Acquire skills to conquer challenges and build healthy relationships
- Learn the value of contributing to community through active participation

We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences.
We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults

1. Free & Reduced Meal Program Students (42 out of possible 98 students)
2. Hispanic (17 out of possible 98 students)

SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Increase support for students to reach their post-secondary goals through stronger partnerships within area of school to career programs, education options, and support for students with mental health needs through increased social-emotional education.

What data did you use to form this goal (findings from data analysis)?	**How does this goal align to your Local Educational Agency Plan goals?**
Based on discussions with students and observations from staff in regards to the future plans of students (as well as the observations of struggling students with mental health, social-emotional, needs, and substance abuse which was evident due to the strong relationships formed between staff and students), this goal became of primary importance to the staff.	Objective #4: Each student will acquire skills to conquer challenges and build healthy relationships (Strategy #3: We will continuously build individual and organizational capacity and seek additional resources and partnerships to fulfill our mission).
What did the analysis of the data reveal that led you to this goal?	**Which stakeholders were involved in analyzing data and developing this goal?**
Through conversations with former graduates as well as current students, there is a need to ensure that students are given additional opportunities to connect with programs in the area (college, trade schools, etc…) to ensure they have a set plan upon graduation while combined with the life skills necessary to achieve their level of potential.	VHS Staff
Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
All Students at Victory High School	Student Surveys (both from RUSD, CPY and in-house)
What process will you use to monitor and evaluate the data?	**Actions to improve achievement to exit program improvement (if applicable).**
Student Surveys (Coalition for Placer Youth, Beginning/End of year Surveys done through Google and administered to students in class regarding their plans for the future, observations by staff throughout the year, etc...	

SCHOOL GOAL #2

	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Increase communication (initial and especially follow up) with all available school and career opportunities for students. Implement stronger Junior to Senior testimonials and goal setting opportunities for students to begin planning upon enrollment at Victory. o Conduct Before/After Surveys on career goals o Implement interest surveys with students to then shape career fair and other opportunities for meetings with outside agencies based on survey results. Hold 2 ROP Presentations for all Juniors (Fall and Winter) to encourage participation. Allow for parents to attend presentations as well. Continue to increase participation of Career Fair from organizations. Continued Participation in local job fair (Including RHS Booster Club's) and listing of job opportunities on school website. Increase contact with local options (Sierra, Sac State, ARC) through field trips, visits, and promotion of Certificate programs Increase use of Naviance/ASVAB features for college/career planning	Ongoing throughout year			2 Senior Exit Surveys (Beginning and End of year) *Questions revolve around goals for future and how or what influenced this plan). Statistics on participation in ROP programs (sign-ups, completion of classes, specific classes enrolled in). Student surveys on how many possess a job (in addition to active work permits), participation in Work Experience. ASVAB Scores (Military Qualifying Score and Subject specific)
2	Focus on further drug/alcohol education for students Use of Support Class/Elective Class on teaching Mental Health Curriculum (including Substance Abuse effects on body, teaching of coping skills, etc… Guest Speakers (school assembly), 1 on 1 Counseling through Terri Powell, & Student Conferences/Workshops Continued partnerships with local agencies to assist in referrals as needed	Ongoing throughout year			Senior Exit survey Annual CPY Drug and Alcohol Survey.

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3	
(Goals should be prioritized, measurable, and focused on identified student learning needs) Increase the focus of Intervention protocol to better assist students in reaching their academic goals	
What data did you use to form this goal (findings from data analysis)? Attendance Rate, D/F Grade Analysis per quarter, Discipline Rates, Informal observation of student success in the classroom (through discussions as a staff), Observation of lack of parent participation and communication (Parent initiated).	**How does this goal align to your Local Educational Agency Plan goals?** Each student will acquire skills to conquer challenges and build healthy relationships (Strategy #2: Provide a variety of opportunities for students to become healthy, self-aware, resilient and high functioning adults).
What did the analysis of the data reveal that led you to this goal? In order to better support students academically and socially, a focus on Intervention strategies including attendance, academic intervention and strong parent support are needed.	**Which stakeholders were involved in analyzing data and developing this goal?** All VHS Certificated teachers
Who are the focus students and what is the expected growth? All students at Victory High School	**What data will be collected to measure student achievement?** Attendance Rate, Overall GPA and Student Achievement in classes (grades), State Exams, Discipline Rates, Parent participation (informal)
What process will you use to monitor and evaluate the data? Analysis/discussion as a staff. Compared to previous years.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3

Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1 Emphasis strong attendance with all students (especially at-risk) with goal of increasing 1% each year. 10-11: 84.03%, 11-12: 87.36%, 12-13: 89.64%, 13-14: 91.26%, 14-15: 95.73% Continued refinement of Support Class to better support all students: Teaching of Life skills or options for students to earn elective credit. Use of support class to address other goals College Information & Registration, Motivation, Substance Abuse Creation of protocol to mandate assistance of students needing to get extra help to raise grade/proficiency in assigned classes. Explore programs such as Restorative Justice or PBIS (Positive Behavior Intervention & Supports) to further support students in need of intervention. Increased involvement of Parents and Students in the Focus on Learning Process and understanding of Grad Plan, Protocol and strategies to assist: Increase in E-School Messenger communication Parent participation at SSC, Back to School Night, Parent Info Night Conduct Student Led presentations (competitions) through use of technology tools to explain: Grad Plans, Victory High School Overview, etc…(Such as Google Slides/Movenote, (Selected winners can be placed on website)	Ongoing throughout year			Report of Annual ADA Increase in credits earned. Graduate Rate of Senior class Results on Senior Exit Survey E-School Messenger statistics Parent Exit Survey (Conducted in May)

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #4				
Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #5				
Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #6 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #6				
Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation

Part VI. Centralized Services Goals

Centralized Support for Planned Improvements in Student Performance for LCAP Subgroup

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Program Support Goal #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Ensure all students of need, including English Learners, Foster Youth and students of poverty have access to meaningful core academics and achieve California Common Core State Standards (CCCSS) to close the achievement gap as rapidly as possible.	
Groups participating in this goal (e.g., students, parents, teachers, administrators): English Learners Students of Poverty (Free and Reduced Lunch) Foster Youth	**Anticipated annual growth for each group:** Grade level benchmarks
Means of evaluating progress toward this goal: Annual review of district benchmark data Annual review of CAASPP assessments Progress monitoring measures (Ren Place) Eadms progress reports	**Group data to be collected to measure gains:** Place- STAR Reading and Math SBAC Interim Assessments SBAC Operational Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet the needs of our targeted three subgroups	Review every fall	District Level Administration Site Level Administration Teachers Instructional Aides	Ensure all EL students are placed with certified and qualified teachers	None Specified	None Specified	0
			Provide Professional Development, ongoing coaching and continual lesson preparation and design to focus on differentiated instruction.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	80,000
			Provide additional support materials for ELD and SDAIE as needed to supplement core curriculum.	4000-4999: Books And Supplies	LCFF-EL	20,000
			Assess and monitor growth in ELD and ELA.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	2,000
			Providing support for families and students before, after, during school calendar days.	1000-1999: Certificated Personnel Salaries	LCFF-EL	20,000
			SAME	2000-2999: Classified Personnel Salaries	LCFF-EL	10,000
			SAME	3000-3999: Employee Benefits	LCFF-EL	5,000
			SAME	4000-4999: Books And Supplies	LCFF-EL	15,000
			SAME	5700-5799: Transfers Of Direct Costs	LCFF-EL	20,000
			Provide Afterschool	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			tutoring from PCOE for Foster Youths.			
			Provide Free Lunch and Free Bus Pass from RUSD Food Services and transportation Departments for Foster Youths.	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Foster Youths are to be immediately enrolled in their school of origin and have the right to matriculate with their peers from elementary to middle to high school. Transportation from out of district to school of origin is not provided unless student is also identified McKinney Vento. High School Foster Youth students who enroll in their Junior or Senior year can request a waiver of local grad requirements and graduate with state graduate requirements (when appropriate).	None Specified	None Specified	0
			Provide Free Lunch and Free Bus Pass from RUSD Food	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Services and Transportation Departments to our Qualified Students with Low Income			
			Provide site level interventions to Students with Low Income that qualifiy based on academic need	None Specified	None Specified	0

1. See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
2. List the date an action will be taken or will begin, and the date it will be completed.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

				Overall Achievement					
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	40	36	90.0	36	**2607.4**	25	36	31	8
All Grades	40	36	90.0	36		25	36	31	8

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	33	53	14	36	44	19	19	72	8	31	56	14
All Grades	33	53	14	36	44	19	19	72	8	31	56	14

Conclusions based on this data:

1. The strongest performance by students in regards to above standards came from Writing (yet this was also the highest amount of below standard as well), concluding that this is the strongest discrepancy among students

2. The listening skills demonstrated by the students were the strongest with only 8% below standard yet only 19% above standard indicating that this is an average skill of our students.

3. There is significant growth available in future years in above standard performance as the highest above standard was only 36 percent.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

	Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	40	40	100.0	40	**2502.7**	3	5	20	73
All Grades	40	40	100.0	40		3	5	20	73

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	3	23	75	5	48	48	0	65	35
All Grades	3	23	75	5	48	48	0	65	35

Conclusions based on this data:

1. Student struggled in all aspects of the math examination with only the highest percent above standard being 5%

2. The strongest performance occurred in the Communicating/Reasoning standards with 65 (at or near standard) even though no student was above standard.

3. There is ample room for growth in all areas of the Math portion of the assessment.

Appendix A - School and Student Performance Data

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	400	348	
Percent with Prior Year Data	99.8	99.7	
Number in Cohort	399	347	
Number Met	265	223	
Percent Met	66.4	64.3	
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	324	163	306	125		
Number Met	112	100	86	81		
Percent Met	34.6	61.3	28.1	64.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	**Yes**	**Yes**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

    Review: Renaissance Learning including Accelerated Reader, STAR Reading Assessment to drive instructional practices. In addition, analysis of the baseline scores for the CAASPP. In all cases, scores are shared with the staff and discussed. Discussion and analysis leads directly to implementation of school goals.

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

    Review: Renaissance Learning including Accelerated Reader, STAR Reading Assessment to drive instructional practices. In addition, analysis of the baseline scores for the CAASPP. In all cases, scores are shared with the staff and discussed. Discussion and analysis leads directly to implementation of school goals.

<u>Staffing and Professional Development</u>

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

    14/15: 100% HQT

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

    NA

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

    NA

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

    District staff development is currently focused on Common Core Standards for all teachers district-wide. Further professional development opportunities available for further online learning options that supplement curriculum as well as methods of differentiating instruction. In all cases, a focus on increased engaging instructional strategies implemented in the classroom is a priority. Staff Development created based on needs of teachers through district surveys and district-wide staff development opportunities.

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

    Additional site staff development provided by the district as needed (including use of district TOSA's, Unified Staff Development within RUSD, and Trainer of Trainer models, using experts on campus).

8. Teacher collaboration by grade level (EPC)

    Due to a small staff, teacher collaboration is done as a staff (6 teachers total). Emphasis is placed on collaboration focusing on new Reading and Writing Common Core Standards. Focus will be implemented among all departments

and teachers to unify expectations on these new common core standards focused on reading and writing. Opportunities given for all staff to collaborate with peers at other schools within the district during articulation days.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

    Use of District Adopted Curriculum. All Curriculum discussed in SLC meetings with other administrators.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    Use of State Adopted Curriculum. Meets requirements based on current bell schedule.

11. Lesson pacing schedule (EPC)

    Use of District Adopted Curriculum. Done collaboratively as a staff.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

    Use of District Adopted Curriculum. Focus is on textbooks and online learning options (district approved).

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

    Use of District Adopted Curriculum.

Opportunity and Equal Educational Access

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

- Access to technology
- Target services and programs to the lowest performing student groups in the regular program
- Target categorical services and programs to the lowest performing student groups
- Daily schedule and master schedule flexibility for a sufficient number of intervention courses known as "Intervention within the school day" (Support Class, One on one assistance, etc...)

15. Research-based educational practices to raise student achievement at this school (NCLB)

    Use of District Adopted Curriculum
    PLC Teams
    Differentiation in instruction
    Use of variety of instructional tools
    Strategies implemented from Conferences and staff Development opportunities attended

16. Opportunities for increased learning time (Title I SWP and PI requirement)

    Intervention opportunities placed within the school day through "support class" once a week to give students extra time on assignments. This intervention program is used to increase learning time. In addition, staff is available before and after school.

17. Transition from preschool to kindergarten (Title I SWP)

    NA

Involvement

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

Community Partners: Rotary, Kiwanis, etc...
A stronger partnership with Rocklin Chamber of Commerce and local organizations and colleges available to give students better options for job shadow opportunities, access to future career and college options.

19. Strategies to increase parental involvement (Title I SWP)

    Further recruitment of parents for School Site council and additional parent information nights (per school goal)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

    School Site Council reviews all programs included in this plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

    LCFF/SLIP/LCAP: Instructional Aides and supplemental materials

22. Fiscal support (EPC)

    District provides additonal funding for intervention support.

Appendix C - Programs Included in this Plan

Check the box for each federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

	Federal Programs under No Child Left Behind (NCLB)	Allocation
	Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$0
	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$0
	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$0
False	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$0
	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$0
	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$0
	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$0
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$0
	Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$0
	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$0
	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$0
	Other Federal Funds (list and describe*	$0
Total amount of federal categorical funds allocated to this school		$0

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2015-16 Final Categorical District Services Budget

	Title I			
Allocation				
Parent Involvement				
Carryover				
Total Allocation				
1100-1999 Certificated Salaries/benefits				
2100-2999 Instructional Aide Salary w/Benefits				
4100-4999 Materials & Supplies				
5100-5999 Services				
6100-6999 Capital Outlay				
EXPENSE TOTALS:				
Allocation & Expense Difference:	0	0	0	0

Appendix E - 2015-16 Preliminary Categorical District Services Budget

	Title I			
Allocation				
Parent Involvement				
Carryover				
Total Allocation				
1100-1999 Certificated Salaries/benefits				
2100-2999 Instructional Aide Salary w/Benefits				
4100-4999 Materials & Supplies				
5100-5999 Services				
6100-6999 Capital Outlay				
EXPENSE TOTALS:				
Allocation & Expense Difference:	0	0	0	0

Appendix F - Recommendations and Assurances (Victory High School)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
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

X   Other committees established by the school or district (list):
School Staff at Staff meeting + School Site Council

_____
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: October 28, 2015

Attested:

Mark Williams
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Samantha North
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
I agree to carry out the following responsibilities to the best of my ability:
Come to school on time and be ready to learn and work hard.
Bring necessary materials, completed assignments and homework.
Know and follow school and class rules.
Ask for help when I need it.

Parents Pledge:
I agree to carry out the following responsibilities to the best of my ability:
Communicate with the teacher or the school when I have a concern.
Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
Regularly monitor my child's progress in school.
Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
Communicate the importance of education and learning to my child.

Staff Pledge:
I agree to carry out the following responsibilities to the best of my ability:
Provide high-quality curriculum and instruction.
Endeavor to motivate and encourage my students to learn.
Have high expectations and help every child develop a love for learning.
Communicate regularly with families about student progress, successes and needs.
Provide a warm, safe, and caring learning environment.
Participate in professional development opportunities that improve teaching, learning and support the formation of partnerships with families and the community.
Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.

Appendix H - School Site Council Membership: Victory High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mark Williams	X				
Michael Handling		X			
Matt Restani		X			
Darren Baham		X			
Skott Hutton			X		
Molly Burr, Counselor			X		
Denise Moitoza			X		
Brooke Sullivan, Mother:Korina Sullivan				X	
Sandra Dawson, Mother:Killian Dawson				X	
Karla Curtis, Mother: Jesse Carrillo				X	
Mick Husman, Father: Michael Husman				X	
Jessica Rodriguez					X
Garrett Mudd					X
Samantha North					X
Numbers of members of each category	**1**	**3**	**3**	**4**	**3**

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.

Appendix I - WASC High School Accreditation Crosswalk: Schools Conducting a Full Self-Study

For high schools, the SPSA should integrate major growth areas resulting from the WASC/CDE self-study and the visiting committee's identified critical areas for follow-up. The SPSA process can be done in tandem with the WASC/CDE Focus on Learning (FOL) Process Guide. The table below describes the alignment of the FOL Process with the expectations of the SPSA.

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
Introduction	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills these requirements.		For California public schools that are WASC accredited, the expectation of the Accrediting Commission for Schools, WASC, is that the findings from the self-study will result in refinement of the SPSA. **Overview:** Schools are required to annually review progress. The SPSA shall address how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. The SPSA required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp, by the SCC. The SPSA shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students. The SPSA shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented. WASC/CDE Focus on Learning, 2009 Edition, pages 3–4
Step One	Analyze Student Achievement Data:	FOL: 18 months prior to the site visit—data to be based on three consecutive years of data. SPSA: based upon release of STAR data from the previous year's assessment	**Task 1**: Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs. WASC/CDE Focus on Learning, 2009 Edition, pages 37–43
Step Two	Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement: The SSC conducts an academic needs assessment (may use state tools such as the APS of the instructional program and identifies, by analyzing achievement data and survey data, academic challenges and student subgroups failing to achieve standards.	FOL, Task 3: February of the year prior to the site visit. SPSA: Upon release of September data, or upon identification of Program Improvement status, conduct a needs assessment using tools such as the APS to identify critical causes of student underachievement in ELA and mathematics.	**Task 1 (Cont.):** Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate. **Task 2**: Summarize the progress made on achieving the goals of the previous SPSA, including critical areas of follow-up from the last full self-study. WASC/CDE Focus on Learning, 2009 Edition, page 45 **Task 3**: Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information... (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2009 Edition, pages 47–49
Step Three	Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals:	FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and	**Task 3 (Cont.)** …determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
	Identify three to five achievement goals and select appropriate strategies to achieve those goals.	mathematics and SPSA identification of achievement goals and plan writing be conducted in tandem during the full self-study.	Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2009 Edition, pages 47–49
Step Four	Define Timelines, Benchmarks, Personnel and Proposed Expenditures and Funding Sources to Implement the Plan: In order to implement the SPSA, the SSC must identify target completion dates, persons who will be responsible to ensure timely completion, and estimated costs with funding sources for each step in the plan.		**Task 4**: Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A & B) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 **Follow-up after Visit:** refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. WASC/CDE, 2009 Edition, page 161–163
Step Five	Recommend the SPSA to the Local Governing Board		**Follow-up after Visit (Cont.)**: Revised SPS A sent to WASC. WASC/CDE, 2009 Edition, page 161
Step Six	Implement the SPSA:	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	**Task 4**: Monitor implementation of schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 **Ongoing Improvement**: WASC/CDE Focus on Learning, 2009 Edition, page 163
Step Seven	Monitor Implementation for progress to achieve benchmarks: **Monitoring will be made easier if the plan specifies actions, dates, and estimated costs and measurable anticipated student academic outcomes, as well as personnel involved and responsible**.... 2009 Single Plan for Student Achievement, p.13. California Department of Education, Sacramento, CA.		**Task 4:** Monitor implementation and accomplishment of the schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 **Ongoing Improvement**: WASC/CDE Focus on Learning, 2009 Edition, page 163
	Continue the Cycle: Periodically review progress on the implementation of the plan, determine whether the actions are having the desired effects, and make revisions as needed.	**At least** once per year.	**Ongoing Improvement**: Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed. WASC/CDE Focus on Learning, 2009 Edition, page 163