

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Valencia High School

{19-65136-1995802}

January 14, 2012

The Single Plan For Student Achievement's purpose is to improve the academic performance of all pupils to the level of the performance established in the Wm. S. Hart UHS District's Local Education Agency Plan (LEAP). Specifically, as required by No Child Left Behind(NCLB), all students will be proficient in English Language Arts and Mathematics. For additional information on LEAP, NCLB, school programs, or how you may become involved, please contact the following person:

Contact Person: Vincent Ferry

Position: Assistant Principal

Telephone Number: 661-294-1188

Address: 27801 North Dickason Dr., Valencia, Ca., 91355

E-mail address: vferry@hartdistrict.org

William S. Hart Union High School District

The District Governing Board approved the School Plan Abstract on November 10, 2011



VALENCIA HIGH SCHOOL
2011-2012 School Profile
LEARNING FOR LIFE
27801 N. Dickason Drive, Valencia, CA 91351
(661) 294-1188
(661) 294-3828 fax
PRINCIPAL: Dr. Paul Priesz
CEEB Code No. 053608

COUNSELORS: Ms. Rhonda Carr Mrs. Voula Devoe Mrs. Kathleen Ferry
Mrs. Theresa Long Ms. Iyashema Redd
Ms. Kathy Stroh Ms. Jeannie White

SCHOOL: Valencia High School is accredited by the Western Association of Schools and Colleges and follows a semester schedule. The academic year at Valencia High School is organized into two 90-day terms: fall semester and spring semester. The school day consists of six 55-minute instructional periods, with all classes meeting everyday. At the end of each semester, each passing course receives 5 credits. All students have the opportunity to earn 30 credits per semester/60 credits per academic year.

ENROLLMENT: Grade 9 – 884 POST GRADUATES (2010): Four Year Colleges, 45%
Grade 10 – 667 Two Year Colleges, 44%
Grade 11 – 701
Grade 12 – 798

SPECIAL PROGRAMS:

Advanced Placement: *Advanced Language and Composition, *Advanced Composition and Literature, Calculus AB, *Calculus BC, *European History, *World History, *US History, *American Government, Human Geography, Psychology, *Environmental Science, *Physics B, *Spanish, *French, *Art History, and *Studio Art (Drawing, Art 2D, Art 3D) (* Highest level offered in each academic area)

Honors: English 9, English 10, Geometry, Algebra II/Trigonometry, Pre-Calculus, Biology, Chemistry, Human Anatomy/Physiology, Microbiology, Molecular Genetics, and Economics

College of the Canyons (COC): Classes taken concurrently at the local community college are given one weighted grade point at the 100 level or higher for academic classes.

STANDARDS FOR DETERMINING RANK AND GPA: Grading is based on a 4.00 scale. All honors and Advanced Placement courses receive one extra grade point for "A," "B," or "C," grades. All courses grades 9-12 are included in the rank. All GPA's listed on the transcript are weighted. (Academic GPA = all academic courses grades 9-12. Total GPA = all courses in grades 9-12. CSU GPA = all academic courses grades 10-12.)

GRADING SCALE:

A+= 99-100	B+=88-89	C+=78-79	D+=68-69	F=0-59
A = 93-98	B = 83-87	C = 73-77	D = 63-67	INC=Incomplete
A-= 90-92	B-= 80-82	C-= 70-72	D-= 60-62	

SAT AVERAGES (2010): Reading Average– 533
Math Average –560
Writing Average – 538

ACT COMPOSITE AVERAGE (2010): 24.7

ADVANCED PLACEMENT (2011):

Passing Rate (score of 3 or higher) 75.8%

API SCORE (2011): 849

SENIORS MEETING UC/CSU COURSE REQUIREMENTS (2011): 60%

HIGHEST CURRENT GPA IN SENIOR CLASS: 4.82

Valencia High School

ADDRESS: 27801 N. Dickason Dr., Valencia, CA 91355 **PHONE:** (661) 294-1188

PRINCIPAL: Paul Priesz **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional **ENROLLMENT:** 3,019

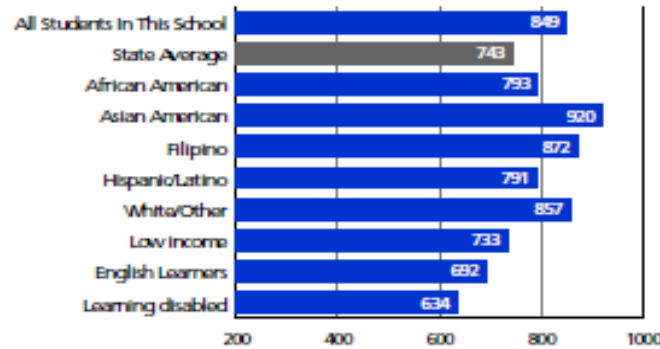
CALIFORNIA ACCOUNTABILITY

The state's education officials measure schools' performance using students' test scores. They combine standardized test results and measure progress year to year to calculate each school's Academic Performance Index (API).

Academic Performance Index (API)	849
Growth attained from prior year	+9
Met schoolwide growth target	Yes
Met growth targets for all groups of students	No

API

This graph shows our schoolwide API in comparison with the API for the average high school in the state. Our largest student subgroups' APIs appear below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT): FAR BELOW BASIC, BELOW BASIC, BASIC, PROFICIENT, ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	72%		
Calif. high schools	52%		
Geometry			
Our school	50%		
Calif. high schools	27%		
US History			
Our school	69%		
Calif. high schools	51%		
Biology			
Our school	69%		
Calif. high schools	50%		
Life Science (Tenth Grade)			
Our school	69%		
Calif. high schools	52%		

SOURCE: The scores for the California Standards Tests are from the spring 2011 test cycle. State averages represent high schools only.

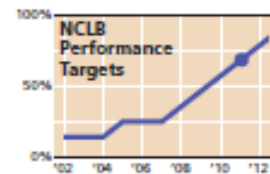
FEDERAL ACCOUNTABILITY

The federal accountability standard differs from California's. It requires schools to meet Adequate Yearly Progress (AYP). The AYP includes students' scores and participation rates on the high school exit exam (CAHSEE), along with the graduation rate and the API. If a school doesn't meet one of these criteria two years in a row, it is put in Program Improvement.

Made Adequate Yearly Progress (AYP)	No
Number of AYP targets met	15
Number of AYP targets school was required to meet	16
Is the school in Program Improvement (PI)?	No

SOURCE: API growth score and AYP from the 2011 test cycle. API and AYP current as of September 2011.

Each year, schools are expected to help more students score Proficient or higher on the CAHSEE. The dot on the graph to the right marks the percentage of students that had to score Proficient or higher, schoolwide and by subgroup, in 2011 for the school to make AYP (66.7% in English/language arts and 66.1% in math).



Please go to <http://www.hartdistrict.org> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

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School Vision and Mission

We prepare students to meet the challenges of the future and to become responsible citizens through relevant learning opportunities, community involvement, innovative technology, and teamwork. Each student will develop the knowledge, skills, and character necessary to succeed.

Valencia High School will prepare its graduates to be (ESLRs):

Effective Communicators who:

- Express themselves competently in written and oral form.
- Utilize technology for communication.
- Demonstrate listening skills.

Responsible Citizens who:

- Are culturally aware and understand the importance of arts in society.
- Behave in a manner that demonstrates respect for cultural diversity and individual differences.
- Behave in ways that demonstrate an understanding of the character values that underlie society.
- Participate in community service.
- Demonstrate responsibility for the immediate environment.

Healthy Individuals who:

- Are physically fit.
- Are aware of balanced nutrition and the correlation between an active lifestyle and good health.
- Have positive social skills.

Critical and Creative Thinkers who:

- Demonstrate sound decision making skills.
- Use higher order thinking skills to analyze and interpret information and solve problems.
- Access, evaluate, analyze, and use information from a variety of resources to meet personal and curricular needs.
- Are able to use reading strategies and techniques to improve their comprehension of content materials.
- Are able to use mathematical concepts to solve both hypothetical and real-life situations.

Self-Directed Learners who:

- Create short and long term educational goals.
- Function effectively with technology.
- Can work alone or in groups to achieve common goals.
- Demonstrate learning in challenging subject matter.
- Demonstrate achievement in reading, writing, and mathematics across the curriculum.
- Participate in school-to-career activities.

School Profile

Valencia High School is one of six established, comprehensive high schools in the William S. Hart Union High School District. The school is located in Valencia, a community in the continuously growing city of Santa Clarita. Valencia serves students in grades nine through twelve from the city of Santa Clarita and from the Castaic community, an unincorporated area of the county of Los Angeles. With a population of 177,158 in January 2007, Santa Clarita is the fourth largest city in Los Angeles County and the 24th largest city in the State of California. At VHS, four percent of our students qualify for free or reduced-price meal subsidy.

Valencia opened in 1994 with ninth and tenth graders only. Enrollment climbed to a high of 3503 students in the 2003-04 school year, then decreased the following two years as a result of the opening of the 5th and 6th high schools in the district. Enrollment has begun to increase again as students from the Castaic community return to Valencia High School as their designated school. Enrollment at Valencia High School is expected to continue to fluctuate until a high school is built in the Castaic community.

Valencia's students mirror the ethnicity of the surrounding community with white students as the largest ethnic group (61%), followed by Hispanic (19%), Asian / Pacific Islander (15%), and African American (5%) subgroups. At VHS, 97 percent of students are considered to be proficient in English.

Valencia's Resource Specialist Program and Special Day Class programs meet the needs of students with varying degrees of intellectual and/or physical disabilities, including emotionally disturbed, autistic, and severely physically challenged students.

Valencia's curriculum includes numerous AP and Honors classes as well as the AVID program, which provides students with rigorous coursework to prepare them for post-secondary education. Each student's four-year academic plan is revisited each year when students register for the next year's classes. All students also follow a school-to-career four-year plan directed towards helping students discover career goals for the future. All students participate in School-to-Career activities at every grade level.

Valencia High School enjoys a very high rate of attendance, a low number of expulsions, and a low number of students participating in the Free and Reduced lunch program.

Staff at Valencia High School has fluctuated with the student enrollment, with a high of 138 teachers in 2003-04 to a current total of 114. Ninety-three percent of teachers are fully-credentialed and have an average of 14 years of teaching experience. Five percent of the teachers currently hold an internship credential, primarily in the area of special education. The school's certificated staff is complemented by an excellent classified staff and other support personnel.

Valencia High School has a Parent Advisory Committee as well as booster clubs for almost all athletic and fine arts programs. Valencia, in conjunction with the Valley Industrial Association and Junior Achievement has developed a School-to-Career program that serves as a model for school districts across the country. All seniors are required to complete a semester-long Career Exploration class that culminates with a presentation to staff and community members.

The parents of 91 percent of the students at VHS have attended college and 62 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that

the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 74 percent of our students provided this information.

Valencia High School places a high priority on student safety and has developed an in-depth Safe School Ambassador program involving administrators, students, and faculty.

Valencia High School is 16 years old. The school grew from 800 students in 1994 to 3,500 students in 2003. As of 2011-2012, we currently have 3,050 students. The rapid growth put a great strain on the facility and school maintenance. Our head custodian and his staff are working hard to improve our facilities. This past summer, there was no summer school on campus so some much needed cleaning and maintenance were accomplished.

The school day at Valencia High School runs from 8:01 am to 3:01 pm. Valencia High School also offers a number 7:00 am classes for 11th and 12th grade students. There are a total of 157 regular days and 18 minimum days. Minimum days are scheduled for final exams, staff development, Back-to-School Night, Open House, and career project presentations.

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.cde.ca.gov/>.

Academic Performance Index (API) School Report

Growth API 2008-09	Growth API 2009-10	Growth API 2010-11	Base API 2011-12
817	830	839	849

Student Group	Number	Significant?	2009 API/Met?	2009 API/Met?	2011 API/Met?
All Students	2061		Y	Y	Y
White	1200	Y	Y	Y	Y
Student w/Disabilities	270	Y	N	N	N
English Learners	108	Y	N	N	N
SED	217	Y	Y	Y	Y
Hispanic	390	Y	Y	Y	Y
Asian	206	Y	Y	Y	Y
Filipino	146	Y	Y	Y	Y
African American	99	Y	N	*	*
Asian	206	Y	Y	Y	Y

California Standards Tests Percent Proficient/Advanced

CST Subject: English Language Arts

Grade: 9

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	73%	81%	81%
White	78%	83%	84%
Student w/Disabilities	26%	40%	29
English Learners	24%	43%	5%
SED	32%	49%	56%
Hispanic	51%	70%	67%
Asian	86%	92%	88%
Filipino	82%	88%	86%
African American	64%	59%	74%
Male	67%	78%	75%
Female	80%	83%	85%

STUDENT PERFORMANCE DATA SUMMARY {Duplicate page as needed}*California Standards Test*<http://star.cde.ca.gov>

CST Subject: English Language Arts

Grade: 10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	67%	67%	71%
White	72%	71%	72%
Student w/Disabilities	15%	14%	19%
English Learners	24%	8%	6%
SED	37%	31%	38%
Hispanic	47%	43%	61%
Asian	78%	88%	84%
Filipino	75%	78%	80%
African American	63%	59%	41%
Male	62%	61%	66%
Female	71%	71%	75%

CST Subject: English Language Arts

Grade: 11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	64%	64%	66%
White	68%	67%	70%
Student w/Disabilities	12%	14%	16%
English Learners	17%	11%	6%
SED	42%	25%	34%
Hispanic	49%	48%	46%
Asian	73%	79%	82%
Filipino	59%	75%	71%
African American	36%	41%	54%
Male	57%	59%	62%
Female	72%	71%	71%

CST Subject: Algebra I

Grade: 9

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	49%	62%	64%
White	49%	59%	63%
Student w/Disabilities	13%	50%	29%
English Learners	*	*	*
SED	27%	*	*
Hispanic	51%	71%	63%
Asian	55%	86%	83%
Filipino	50%	67%	66%
African American	50%	36%	58%
Male	48%	63%	59%
Female	51%	60%	69%

CST Subject: Algebra I

Grade: 10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	20%	18%	30%
White	19%	18%	35%
Student w/Disabilities	7%	9%	13%
English Learners	7%	0%	*
SED	15%	7%	24%
Hispanic	16%	15%	24%
Asian	*	*	83%
Filipino	29%	*	18%
African American	38%	25%	16%
Male	15%	21%	30%
Female	26%	16%	31%

CST Subject: Algebra I

Grade: 11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	9%	11%	9%
White	10%	12%	14%
Student w/Disabilities	0%	12%	14%
English Learners	*	0%	*
SED	*	12%	*
Hispanic	10%	11%	5%
Asian	*	*	*
Filipino	*	*	*
African American	*	*	*
Male	8%	11%	8%
Female	9%	10%	11%

CST Subject: Geometry

Grade: 09

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	92%	80%	76%
White	91%	81%	84%
Student w/Disabilities	*	*	*
English Learners	*	*	*
SED	*	*	*
Hispanic	*	64%	73%
Asian	93%	97%	78%
Filipino	80%	75%	70%
African American	62%	27%	43%
Male	96%	84%	81%
Female	88%	84%	71%

CST Subject: Geometry

Grade: 10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	39%	28%	43%
White	39%	27%	46%
Student w/Disabilities	*	*	50%
English Learners	*	*	*
SED	*	*	*
Hispanic	35%	41%	41%
Asian	*	*	56%
Filipino	30%	21%	31%
African American	62%	27%	*
Male	45%	32%	49%
Female	34%	25%	36%

CST Subject: Geometry

Grade: 11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	10%	14%	11%
White	10%	12%	12%
Student w/Disabilities	*	7%	8%
English Learners	*	*	*
SED	*	*	*
Hispanic	8%	7%	11%
Asian	*	*	41%
Filipino	*	18%	*
African American	*	*	*
Male	16%	16%	10%
Female	3%	11%	11%

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	91%	96%	85%
White	86%	*	62%
Student w/Disabilities	*	*	*
English Learners	*	*	*
SED	*	*	*
Hispanic	*	*	100%
Asian	100%	92%	100%
Filipino	*	*	*
African American	*	*	*
Male	87%	93%	85%
Female	94%	100%	84%

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	58%	77%	76%
White	57%	75%	76%
Student w/Disabilities	*	*	*
English Learners	*	*	*
SED	*	*	*
Hispanic	53%	87%	64%
Asian	83%	75%	82%
Filipino	62%	95%	75%
African American	*	*	70%
Male	62%	75%	79%
Female	45%	78%	72%

CST Subject: Algebra II

Grade:11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	29%	29%	41%
White	14%	26%	39%
Student w/Disabilities	*	*	40%
English Learners	*	*	*
SED	*	*	*
Hispanic	7%	23%	42%
Asian	54%	42%	41%
Filipino	*	45%	57%
African American	25%	38%	40%
Male	19%	32%	42%
Female	17%	25%	39%

CST Subject: Summative Math

Grade:09

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	*	*	*
White	*	*	*
Student w/Disabilities	*	*	*
English Learners	*	*	*
SED	*	*	*
Hispanic	*	*	*
Asian	*	*	*
Filipino	*	*	*
African American	*	*	*
Male	*	*	*
Female	*	*	*

CST Subject: Summative Math

Grade:10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	92%	93%	96%
White	88%	100%	88%
Student w/Disabilities	*	*	*
English Learners	*	*	*
SED	*	*	*
Hispanic	*	*	100%
Asian	95%	100%	100%
Filipino	*	*	100%
African American	46%	50%	*
Male	94%	95%	93%
Female	89%	89%	100%

CST Subject: Summative Math

Grade:11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	78%	72%	78%
White	80%	74%	74%
Student w/Disabilities	*	*	*
English Learners	*	*	*
SED	*	*	*
Hispanic	81%	89%	84%
Asian	83%	89%	91%
Filipino	*	68%	85%
African American	*	*	25%
Male	83%	73%	81%
Female	74%	73%	76%

CST Subject: General Math

Grade:09

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	32%	37%	43%
White	35%	41%	48%
Student w/Disabilities	23%	10%	13%
English Learners	*	*	*
SED	20%	30%	27%
Hispanic	24%	30%	34%
Asian	50%	40%	20%
Filipino	54%	38%	45%
African American	44%	32%	45%
Male	36%	39%	46%
Female	28%	35%	39%

CST Subject: US History

Grade:11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	68%	56%	69%
White	72%	69%	70%
Student w/Disabilities	28%	22%	22%
English Learners	17%	12%	
SED	36%	34%	33%
Hispanic	50%	55%	52%
Asian	71%	78%	87%
Filipino	73%	73%	82%
African American	58%	50%	56%
Male	68%	69%	71%
Female	66%	63%	66%
English Learner	*	*	11%

CST Subject: World History

Grade: 10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	54%	50%	58%
White	57%	63%	60%
Student w/Disabilities	14%	24%	22%
English Learners	36%	27%	5%
SED	24%	31%	38%
Hispanic	39%	44%	50%
Asian	76%	88%	70%
Filipino	61%	64%	63%
African American	46%	50%	39%
Male	61%	70%	61%
Female	47%	52%	55%

CST Subject: Biology

Grade:09

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	77%	78%	80%
White	77%	77%	82%
Student w/Disabilities	*	*	*
English Learners	*	27%	*
SED	63%	47%	93%
Hispanic	69%	72%	69%
Asian	93%	90%	84%
Filipino	79%	88%	92%
African American	57%	55%	62%
Male	77%	78%	83%
Female	74%	77%	78%

CST Subject: Biology

Grade:10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	28%	33%	33%
White	33%	40%	33%
Student w/Disabilities	9%	25%	12%
English Learners	*	9%	*
SED	9%	6%	11%
Hispanic	18%	21%	33%
Asian	25%	*	33%
Filipino	47%	38%	18%
African American	24%	*	40%
Male	31%	33%	34%
Female	24%	32%	31%

CST Subject: Biology

Grade: 11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	81%	61%	77%
White	86%	71%	77%
Student w/Disabilities	*	20%	*
English Learners	11%	*	*
SED	*	*	*
Hispanic	71%	60%	64%
Asian	69%	91%	86%
Filipino	*	62%	94%
African American	*	25%	67%
Male	78%	71%	72%
Female	81%	70%	80%

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	72%	69%	71%
White	70%	67%	69%
Student w/Disabilities	*	*	50%
English Learners	*	*	*
SED	*	83%	64%
Hispanic	62%	55%	64%
Asian	93%	92%	83%
Filipino	75%	81%	83%
African American	71%	53%	58%
Male	75%	75%	76%
Female	70%	65%	68%

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	27%	40%	49%
White	26%	43%	48%
Student w/Disabilities	*	27%	34%
English Learners	*	*	*
SED	*	*	*
Hispanic	20%	37%	33%
Asian	*	*	40%
Filipino	*	*	80%
African American	38%	*	67%
Male	28%	46%	54%
Female	26%	33%	42%

CST Subject: Earth Science

Grade: 09

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	30%	36%	43%
White	37%	38%	51%
Student w/Disabilities	22%	21%	21%
English Learners	10%	18%	13%
SED	14%	33%	35%
Hispanic	18%	37%	36%
Asian	*	*	57%
Filipino	*	*	38%
African American	17%	21%	10%
Male	32%	36%	51%
Female	26%	37%	34%

CST Subject: Earth Science

Grade: 10

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	26%	50%	43%
White	31%	52%	64%
Student w/Disabilities	10%	*	21%
English Learners	*	*	*
SED	5%	*	*
Hispanic	18%	35%	37%
Asian	*	*	60%
Filipino	*	*	*
African American	25%	*	14%
Male	30%	69%	52%
Female	19%	34%	30%

CST Subject: Earth Science

Grade: 11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	45%	61%	58%
White	52%	61%	64%
Student w/Disabilities	*	*	23%
English Learners	*	*	*
SED	*	*	31%
Hispanic	18%	35%	46%
Asian	60%	83%	75%
Filipino	*	*	38%
African American	*	*	55%
Male	48%	66%	63%
Female	40%	64%	53%

CST Subject: Physics

Grade: 11

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	65%	77%	82%
White	68%	84%	82%
Student w/Disabilities	*	100%	*
English Learners	*	*	*
SED	*	*	*
Hispanic	60%	61%	76%
Asian	60%	82%	95%
Filipino	40%	65%	81%
African American	*	60%	50%
Male	67%	83%	89%
Female	69%	68%	71%

Percent Proficient/Advanced

Group/Subgroup	2008-09	2009-10	2010-11
All students	64%	69%	68%
White	70%	71%	71%
Student w/Disabilities	20%	42%	22%
English Learners	*	*	6%
SED	27%	36%	34%
Hispanic	43%	48%	58%
Asian	83%	88%	81%
Filipino	67%	84%	76%
African American	58%	47%	47%
Male	64%	71%	64%
Female	65%	66%	73%

STUDENT PERFORMANCE DATA SUMMARY
California High School Exit Exam (High Schools Only)
{Duplicate Page As Needed}

Year:2011

ELA: Percent Not Passed

Group/Subgroup	Number Tested	Percent Not Passed	Mean Scaled Score
All students	687	5%	406
White	386	3%	410
Student w/Disabilities	85	26%	370
English Learners	19	21%	361
SED	42	21%	381
Hispanic	122	9%	396
African-American	44	18%	384
Asian	68	3%	417

Year: 2011

Math: Percent Not Passed

Group/Subgroup	Number Tested	Percent Not Passed	Mean Scaled Score
All students	685	6%	404
White	383	4%	407
Student w/Disabilities	85	31%	364
English Learners	19	21%	380
SED	43	21%	380
Hispanic	123	14%	389
Asian	68	1%	428
African American	44	16%	377

STUDENT PERFORMANCE DATA SUMMARY

<http://ayp.cde.ca.gov>

Note: AYP is based, in part, on CST:ELA and CST:Math for junior high schools.

AYP is based, in part, on CAHSEE (March 10th Grade Census and May make-up) for high schools.

Bowman: Use STAR for grade 11.

English Language Arts

Group	2010			2011		
	Participation Rate	Percent Proficient/Advanced	Met AYP?	Participation Rate	Percent Proficient/Advanced	Met AYP?
All students	99%	75%	Y	98%	81.7%%	Y
White	99%	79.5%	Y	98%	85.2%	Y
Student w/Disabilities	96%	35.8%	--	90%	49.5%	Y(3)
English Learners	100%	32.1%	--	95%	37.5%	--
SED	99%	38.9%	--	95%	53.5%	--
Hispanic	99%	54.1%	Y	98%	72.1%	Y
Asian	99%	92.3%	--	98%	89.9%	--
Filipino	100%	81.2%	--	97%	80%	--
African American	98%	66.7%	--	98%	60.5%	--

Math

Group	2010			2011		
	Participation Rate	Percent Proficient/Advanced	Met AYP?	Participation Rate	Percent Proficient/Advanced	Met AYP?
All students	99%	73.1%	Y	98%	76.3%	Y
White	99%	77.8%	Y	98%	78.8%	Y
Student w/Disabilities	94%	32.3%	--	90%	37.1%	N
English Learners	100%	34%	--	95%	50%	--
SED	99%	39.6%	--	93%	52.4%	--
Hispanic	99%	50%	N	98%	63.9%	Y
Asian	100%	93.9%	--	98%	95.7%	--
Filipino	100%	83.3%	--	99%	76.8%	--
African American	95%	59.4%	--	96%	51.4%	--

2011 Summary of Subgroups Performing Below Proficient/Advanced

Group	Grade(s)	Test(s)	Performance Gap
All students (SW)	9-11	AYP AMOs ELA	19% Below Proficient
Hispanic or Latino	9-11	AYP AMOs ELA	28% Below Proficient (9%>SW)
Student w/Disabilities	9-11	AYP AMOs ELA	51% Below Proficient (32%>SW)
English Learners	9-11	AYP AMOs ELA	63% Below Proficient (37%>SW)
SED	9-11	AYP AMOs ELA	47% Below Proficient (28%>SW)
All students (SW)	9-11	AYP AMOs Math	24% Below Proficient
Hispanic or Latino	9-11	AYP AMOs Math	37% Below Proficient (13%> SW)
Student w/Disabilities	9-11	AYP AMOs Math	63% Below Proficient (39%>SW)
English Learners	9-11	AYP AMOs Math	50% Below Proficient (26%>SW)
SED	9-11	AYP AMOs Math	48% Below Proficient (24%>SW)

STUDENT PERFORMANCE DATA SUMMARY

Conclusions from Student Performance Data:

Overall the data indicates high levels of success for students at Valencia High School. Valencia High School students performed quite well on the 2010-2011 testing. Analyzing CST data will continue to be a school-wide and departmental focus as we assess our current reality and SMART goals. Valencia High School's staff will continue to look at essential subgroup data and look for methods to improve our subgroups' overall academic achievement.

Conclusions from Parent, Teacher and Student Input:

The gap between our Hispanic subgroup and white group scoring on state assessments continues to be a concern. Our Hispanic subgroup's aggregate API score was 791, an increase of 26 points from the previous year. While we narrowed the achievement gap between our Hispanic subgroup's API and the school-wide API by 16 points, a gap does continue to exist. Valencia High School's English Language Learners has become a significant subgroup over the past two years. Since 2009, we have seen a slight decrease in their aggregate API score from 696 (2009) to 692 (2011). Current supports are been in place to address the needs of our ELL subgroup. Another significant subgroup is our special education population. Our special education subgroup's CAHSEE pass rate continues to be very strong. Nonetheless, we would like their passing rate to more closely mirror our school's other subgroup's scores.

School Goals for Improving Student Achievement:

SSPSA Goal	Strategic Plan Goal?	WASC Goal?
Goal 1: All students will be proficient in English Language Arts.	X	
Goal 2: All students will be proficient in math.	X	
Goal 3: All English Learners will become proficient in English.	X	
Goal 4: (High Schools only) All students will graduate from high school.	X	
Goal 5: To close the achievement gap between our high academically performing subgroups and our subgroups performing at a lower level.		X
Goal 6: Valencia High School's English Learners will have access to the school-wide curriculum with increased achievement levels.		X
Goal 7: Increase the percentage of students meeting "a-g" requirements.		X

SMART Goals 2011-2012:

School-Wide Goal

- Improve the 2012 API to 860 an increase of 11 points from the 2011 API of 849.
- Improve the 2012 API for the Hispanic subgroup to 805, an increase of 14 points from the 2011 API of 791.

Counseling

Improve the A – G completion rate to 65% for the graduating class of 2012 from 60% for the graduating class of 2011.

Improve the A – G completion rate for Hispanic students to 50% in the class of 2012 from 41% for the graduating class of 2011.

English- 9th Grade

- Student Goal
 - Year 2012 CST results will reflect a 2% increase from 81% to 83% in 9th grade student performance at proficient or above.
- Achievement Gap Goal
 - 58% of 9th grade Economically Disadvantaged students of will achieve proficient or higher results on the 2012 CST. The 2011 rate for proficient or higher was 55%.

English- 10th Grade

- Student Goal
 - Year 2012 CST results will reflect a 5% increase from 71% to 75% in 10th grade student performance at proficient or above.
- Achievement Gap Goal
 - Year 2012 CST results will reflect a 4% increase from 61% to 65% in 10th grade Hispanic student performance at proficient or above.

English – 11th Grade

- Student Goal
 - Year 2012 CST results will reflect a 2% increase from 66% to 68% in 11th grade student performance at proficient or above.
- Achievement Gap Goal
 - Year 2012 CST results will reflect a 4% increase from 54% to 68% for African-American students and 46% to 50% for Hispanic students in 11th grade at proficient or above.

English – 12th Grade

- Student Goal
 - 75% of students in senior English classes will demonstrate proficiency in content, format, and grammar by the end of the first semester and 85% by the end of senior year. This will be measured by My Access essays given at the beginning and end of each semester in 2011-2012.

- Achievement Gap Goal
 - 55% of Hispanic students will be proficient in content, format, and grammar by the end of the year, based on the first and last essay of each semester. This will be measured by My Access essays given at the beginning and end of each semester in 2011-2012.

English Language Acquisition

28% of Students will reach at least the intermediate level on the 2011 C ELDT Test. The 2010 figure was 27%.

Fine Arts

- Student Goal
 - 80% of fine arts students will produce one successful artwork incorporating the elements of art with a B or better spring 2012.
 - Achievement Gap Goal
75% of 9th grade male fine arts students will achieve a grade of B or above (proficient) for their semester grade in art during the school year 2011/12.

Foreign Language 1

- Student Goal
 - 96% of students will achieve a C or better in Spanish 1A by December 2011. 92% in 2010.
 - 97% of students will achieve a C or better in French 1A by December 2011. 90% in 2010.
 - 94% of students will achieve a C or better in ASL 1A by December 2011. 87% in 2010.

Foreign Language 2

- Student Goal
 - 95% of students will achieve a C or better in Spanish 2A by December 2011. 90% in 2010.
 - 98% of students will achieve a C or better in French 2A by December 2011. 96% in 2010.
 - 97% of students will achieve a C or better in ASL 2A by December 2011. 93% in 2010.

Foreign Language 3

- 99% of students will achieve a C or better in Spanish 3A by December 2011. 98% in 2010.

Mathematics Algebra 1

- Student Goal
 - The percentage of students scoring advanced or proficient on the Algebra 1 CST will increase from 40% to 43% on the 2012 administration.
- Achievement Gap Goal
 - The percentage of juniors scoring advanced or proficient on the Algebra 1 CST will increase from 9% to 19% on the 2011 administration.

Mathematics Algebra 2

- Student Goal
 - The percentage of students scoring advanced or proficient on the Algebra 2 CST will increase from 62% to 70% on the 2012 administration.
- Achievement Gap Goal

- The percentage of sophomore Hispanic students scoring advanced or proficient on the Algebra 2 CST will increase from 64% to 87% on the 2012 administration.

Mathematics Geometry

- Student Goal
 - The percentage of students scoring advanced or proficient on the Geometry CST will increase from 52% to 58% on the 2012 administration.
- Achievement Gap Goal
 - The percentage of Hispanic students scoring advanced or proficient on the Geometry CST will increase from 41% to 48% on the 2012 administration.

Mathematics Pre Calc

- Student Goal
 - The percentage of students scoring advanced or proficient on the Summative Math CST will increase from 80% to 85% on the 2012 administration.
- Achievement Gap Goal
 - The percentage of white female students scoring advanced or proficient on the Summative Math CST will increase from 76% to 82% on the 2012 administration.

Mathematics Calc AB

- Student Goal
 - The percentage of students scoring 3 or higher on the May 2012 administration of the Calculus AB exam will increase from 74% to 84%.
- Achievement Gap Goal

Mathematics Calc BC

- Student Goal
 - The percentage of students scoring 3 or higher on the May 2011 administration of the Calculus BC exam will increase from 98% to 100%.
- Achievement Gap Goal

Physical Education

- Student Goal
 - At least 82% (77% in spring 2010) of all 9th grade students will pass at least 5 of 6 physical fitness tests on the state Physical Fitness Test administered in spring 2012.
- Achievement Gap Goal
 - The disparity between boys and girls will be reduced from 5% to at least 3% on the spring 2012 Physical Fitness Test. On the 2011 test boys had a pass rate of 74% and girls a pass rate of 79%.

ROTC

- Student Goal
 - 10% or fewer freshman cadets will fail to meet the state standard for upper body strength on the Physical Fitness Test given in spring 2011. On the 2010 test 91% of freshman cadets passed the test for upper body strength.
 - All other cadets grade 10 – 12 will show a failure rate of 5% or less by spring 2011.

Science - Earth Science

- Student Goal
 - Increase Adv/Prof and Basic from 80% to 84% on Earth Science CST by 2012 for 9th graders.
- Achievement Gap Goal
 - Increase Adv/Prof and Basic for Hispanic students from 75% to 80% on Earth Science CST by 2012 for 9th graders.

Science – Biology

- Student Goal
 - For 9th grade Biology, number of students scoring Adv/Pro on 2012 CST will increase from 80% to 82% (+2%).
- Achievement Gap Goal
 - For 9th grade Hispanic Biology students, number scoring Adv/Pro on 2012 CST will increase from 69% to 72% (+3%).

Science – Chemistry

- Student Goal
 - Decrease the number of students scoring at Basic, Below Basic, and Far Below Basic on the Chemistry CST from 33% (2011) to 30% for the CST 2012 administration of the test.
 - Achievement Gap Goal
 - Decrease the achievement gap between all sophomore students (28%) and Hispanic sophomore students 36%) who score at Basic, Below Basic, and Far Below Basic on the Chemistry CST from 12% to 8% for the CST 2011 administration of the test.

Astronomy

- Student Goal
 - Increase from 58% to 62% of all 11th grade astronomy students to score Adv/Prof. on 2012 Earth Science CST.
- Achievement Gap Goal
 - Increase Hispanic percentage of Adv/Prof on 2011 Earth Science CST from 46% to 51%.

Science Molecular Genetics / Anatomy / Marine Studies

- Student Goal
 - Increase number of 11th grade students that are Adv/Prof on the 2011 CST Biology from 77% to 80% an increase of 3%.
- Achievement Gap Goal
 - Increase number of 11th grade Hispanic students that score Adv/Prof on the 2012 Biology CST from 64% - 70%.

Science - Physics

- Student Goal
 - Increase the number of students that are Adv/Prof on the 2012 Physics CST from 82% to 85% an increase of 3%.
 - Achievement Gap Goal
 - Increase the percent of females scoring Adv/Prof on the 2012 Physics CST from 71% to 75% an increase of 4%.

Science AP Physics B

- Student Goal

- 98% of students enrolled in AP Physics (96% - 2010) will score at least a 3 or higher on the May 2011 AP Physics A/B exam.
- Achievement Gap Goal

Social Studies - Economics

- Student Goal
 - Students will score at least 70% on the Economic Literacy Test to be given at the end of each semester in the school year 2011/2012. The current level is 50%.
- Achievement Gap Goal

Social Studies – World History

- Student Goal
 - The number of students scoring advanced or proficient on the World History CST will increase to 63% (currently 58%) on the 2012 administration.
 - Achievement Gap Goal – The number of Hispanic students scoring advanced or proficient on the World History CST will increase to 55 % on the 2012 administration (currently 50%).

Social Studies – AP World History

- Student Goal
 - The number of AP World students scoring advanced or proficient on the World History CST will be 90% (current pass rate 85%) on the 2012 administration.
 - Secondary SMART Goal – 70% of AP World students will write at least 2 in-class essays and one Document Based Question essay per semester with a C or better.
 - Achievement Gap Goal – The number of AP World History Hispanic students scoring advanced or proficient on the World History CST will be 90%.

Social Studies – AP European History

- Student Goal
 - The number of AP European students scoring advanced or proficient on the World History CST will be 90% (current pass rate 85%) on the 2012 administration.
 - Secondary SMART Goal – 70% of AP World students will write at least 2 in-class essays and one Document Based Question essay per semester with a C or better.
 - Achievement Gap Goal – The number of AP European History Hispanic students scoring advanced or proficient on the World History CST will be 90%.

Social Studies – US History

- Student Goal
 - The number of students scoring advanced or proficient on the U.S. History CST will increase to 73% (currently 69%) on the 2012 administration.
 - Achievement Gap Goal – The number of Hispanic students scoring advanced or proficient on the U.S. History CST will increase to 60% (currently 52%) on the 2012 administration.

Social Studies – AP US History

- Student Goal

- 99% of students in AP US History will score advanced or proficient on the US History CST test on the 2012 administration. (currently 99%).
- Achievement Gap Goal – 99% of Hispanic students will score advanced or proficient on the US History CST test on the 2012 administration.

Social Studies – AP Psychology

- Student Goal
 - 75% of students enrolled in AP Psychology will achieve at least 75% on their cumulative final grade in 2012. (2011 – 71%)

Achievement Gap Goal

75% of minority students enrolled in AP Psychology will achieve at least a 70% on their cumulative final grade in 2012. (2011 – 60%)

Social Studies – American Government

- Student Goal
 - 100% of students will score 60% or higher on the US Citizenship Test given at the end of the semester in fall and spring. The current level is 100%.

Social Studies – AP American Government

- Student Goal
 - 80% of students will pass the AP Government test with a 3 or better in 2012. (2011 - 73%)

Achievement Gap Goal

Social Studies – AP Human Geography

- Student Goal
 - 80 % of students will pass AP Human Geography test with a 3 or better in 2012. (2011 - 67%)

Practical Arts

- Student Goal
 - By Spring 2012, 75% of students enrolled in a Technical Arts driven career path: Automotive, Business, CAD, Culinary Arts, Sports Medicine, Video Production, will create a Twitter account and follow two industry-specific businesses through Twitter and Tweeting, thus building student’s knowledge of career specific industries and industry professionals via social media. Students will journal about their tweeting weekly.

Special Education – Resource

- Student Goal
 - RS students will be 45% proficient on CAHSEE Math and 92% passing (current 39% with 88% passing) by 2012 administration.
 - RS students will be 60% proficient on CAHSEE English and 92% passing (currently 56% with 88% passing) by 2012 administration.
- Achievement Gap Goal
 - Male 10th grade RS students will increase their percentage of proficiency to 55% CAHSEE ELA (current rates are males 48% and females 69%) by 2012 administration.

Special Education – SDC 1 and SDC 3

- Student Goal

25% of SDC 1 students who take the CAHSEE exam in the 2010/2011 school year will pass the CAHSEE ELA test and 25% of SDC 1 students who take the CAHSEE exam will pass the CAHSEE Mathematics test.

Special Education – SDC 2 and SDC 5

- **Student Goal**

80% of students in SDC 2 and SDC5 programs will participate in 23 work experience activities off campus at their individual functioning levels, obtaining, "Satisfactory" or better evaluations, 8/10 times, as measured by supervisory observations and reports. (2011 - 78%)

Library Goal

- **Student Goal**

- 88% (83% previously) of the 9th grade students will complete the Information Literacy Library Study Guide I by the end of the first semester at a 90% proficiency rate. This will be measured by teacher correction of the returned Library Study Guide I to the library.

- **Achievement Gap Goal**

- 96% (92% previously) of Hispanic 9th grade students will complete the Information Literacy Library Study Guide I by the end of the first semester at a 90% proficiency rate. This will be measured by teacher correction of the returned Library study Guide I to the library.

Categorical Program Descriptions

ELD Program Description:

In support of our student population subgroup of English Learners (EL students) we offer classes tailored to their needs of language development. Students are designated as English Learners based on their home language survey. To support the acquisition and development of English, academic language skills in particular, EL students are enrolled in English Language Acquisition (ELA) classes. ELA classes are offered in four levels to which students are assigned based on their California English Language Development Test (CELDT). In order to provide standards-based instruction to EL students we offer history and science classes where instruction is delivered using Specifically Designed Academic Instruction in English (SDAIE) techniques. To support EL students in their coursework Instructional Assistants work within the classroom.

GATE Program Description: Not Applicable (Funds per board approval support the general fund.)

Student Improvement Plan

Student Improvement Plan

Goal 1: All students will be proficient in English Language Arts.				
Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards - Identification of essential standards - Common writing rubrics and prompts - Department writing projects - Smart Goals and Current Reality	Teachers			On-Going
Improvement of instructional strategies and materials - Formative assessment training and Differentiation training -Critical Reading Strategies -Academic Vocabulary	Professional Development Team Teachers			On-Going
Staff development and professional collaboration: - Weekly collaboration with professional development team, formative assessment and differentiation training for staff	Administration and Professional Development Team	Supplies for Professional Development (Principal Funds)	\$500	
Extended/additional learning time - After-school intervention – Open Library-support students who need assistance with English Language Arts - Read 180 for struggling readers - Counseling Application Support -CAHSEE ELA Intervention	Intervention Coordinator Administration Teachers Counselors	Stipend for Intervention Coordinator Teacher Hourly Rate Faculty Support	\$11,000	On-Going
Increased educational opportunity - Expanded AVID program -Read 180 -CAHSEE ELA Intervention	Administration Special Education Department	Licensing Cost for Read 180- (Paid from District Funds)		On-Going

	Chair AVID Coordinator			
Involvement of staff, parents and community: - P.A.C., Site Council, Eighth Grade Orientation, Back to School Night, Open House, Parent Academies, Newsletters, "e-communication"- Teacher Websites- ELAC Meetings- Connect Ed-	Administration Staff Parents Teachers	Parent Academies, Communication, Mailings, ELAC Supplies, Newsletter (Paid From Counseling, District or Principal Funds)	\$2,000	On-Going
Auxiliary services for students and parents -Intervention notification, Counseling and Guidance Services, Course Catalog, Student Handbook, SST, Student Support Groups	Administration Counselors Teachers	Course Catalog Production Student Handbook (Principal Funds)	\$2000	On-Going
Monitoring program implementation and results -Progress, Quarterly and Semester grade reporting, department writing projects, Current Reality Review, SMART Goals Assessment	Administration Staff Parents Students	Report Cards paid for and sent via the district- Progress report cards are sent with students		On-Going
Other (Please describe)				

Student Improvement Plan

Goal 2: All students will be proficient in math.				
Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards - Identification of essential standards - Benchmark Assessments - Smart Goals and Current Reality	Teachers			On-Going
Improvement of instructional strategies and materials - Formative assessment training and Differentiation training - Reviewing Data	Professional Development Team			On-Going
Staff development and professional collaboration: - Weekly collaboration with professional development team, formative assessment and differentiation training for staff	Administration and Professional Development Team	Supplies for Professional Development (Principal Funds)	\$500	On-Going
Extended/additional learning time - After-school intervention – Open Library-support students who need assistance with math. - Algebra Intervention - Geometry Intervention -CAHSEE Math Intervention -Three Semester Algebra an Geometry Courses	Intervention Coordinator Administration Teachers Counselors	Stipend for Intervention Coordinator Teacher Hourly Rate Faculty Support	\$13,00	On-Going

<p>Increased educational opportunity</p> <ul style="list-style-type: none"> - Expanded AVID program -Increase Algebra II completion rate (Parent Permission to Drop Form for 11th and 12th Grade Students) -CAHSEE Math Intervention 	<p>Administration Special Education Department Chair AVID Coordinator</p>	<p>CAHSE Intervention- (Paid from District Funds)</p>		<p>On-Going</p>
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> - P.A.C., Site Council, Eighth Grade Orientation, Back to School Night, Open House, Parent Academies, Newsletters, "e-communication"- Teacher Websites- ELAC Meetings- Connect Ed- 	<p>Administration Staff Parents Teachers</p>	<p>Parent Academies, Communication, Mailings, ELAC Supplies, Newsletter (Paid From Counseling, District or Principal Funds)</p>	<p>\$2,000</p>	<p>On-Going</p>
<p>Auxiliary services for students and parents</p> <ul style="list-style-type: none"> -Intervention notification, Counseling and Guidance Services, Course Catalog, Student Handbook, SST, Student Support Groups 	<p>Administration Counselors Teachers</p>	<p>Course Catalog Production Student Handbook (Principal Funds)</p>	<p>\$2000</p>	<p>On-Going</p>
<p>Monitoring program implementation and results</p> <ul style="list-style-type: none"> -Progress, Quarterly and Semester grade reporting, department writing projects, Current Reality Review, SMART Goals Assessment 	<p>Administration Staff Parents Students</p>	<p>Report Cards paid for and sent via the district- Progress report cards are sent with students</p>		<p>On-Going</p>
<p>Other (Please describe)</p>				

Student Improvement Plan

Goal 3: All English Learners will become proficient in English.				
Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards - Identification of essential standards - Benchmark Assessments - Smart Goals and Current Reality	Teachers			On-Going
Improvement of instructional strategies and materials - Formative assessment training and Differentiation training - Reviewing Data	Professional Development Team			On-Going
Staff development and professional collaboration: - Weekly collaboration with professional development team, formative assessment and differentiation training for staff	Administration and Professional Development Team	Supplies for Professional Development (Principal Funds)	\$500	On-Going
Extended/additional learning time - After-school intervention – Open Library-support students who need assistance with math. -CAHSEE English Intervention -ELL Intervention -EL Study Skills Class Second Semester -Enrollment in EL classes based on CELDT Level and records review	Intervention Coordinator Administration Teachers Counselors	Stipend for Intervention Coordinator Teacher Hourly Rate Faculty Support	\$13,000	On-Going
Increased educational opportunity - Expanded AVID program -CAHSEE English Intervention -READ 180	Administration Special Education Department	CAHSE Intervention- (Paid from District Funds) Read 180 District Paid License		On-Going

	Chair AVID Coordinator			
Involvement of staff, parents and community: - P.A.C., Site Council, Eighth Grade Orientation, Back to School Night, Open House, Parent Academies, Newsletters, "e-communication"- Teacher Websites- ELAC Meetings- Connect Ed-	Administration Staff Parents Teachers	Parent Academies, Communication, Mailings, ELAC Supplies, Newsletter (Paid From Counseling, District or Principal Funds)	\$2,000	On-Going
Auxiliary services for students and parents -Intervention notification, Counseling and Guidance Services, Course Catalog, Student Handbook, SST, Student Support Groups	Administration Counselors Teachers	Course Catalog Production Student Handbook (Principal Funds)	\$2000	On-Going
Monitoring program implementation and results -Progress, Quarterly and Semester grade reporting, department writing projects, Current Reality Review, SMART Goals Assessment	Administration Staff Parents Students	Report Cards paid for and sent via the district- Progress report cards are sent with students		On-Going
Other (Please describe)				

Student Improvement Plan

Goal 4: All students will graduate from high school.				
Activity Description	Person Responsible	Related Expenditures	Cost	Timeline
Alignment of instruction with content standards - Identification of essential standards - Benchmark Assessments - Smart Goals and Current Reality	Teachers Administration Counselors Department Chairperson			On-Going
Improvement of instructional strategies and materials - Formative assessment training and Differentiation training - Reviewing Data - Academic Vocabulary - Four Year Plan- Senior Contract	Professional Development Team Teachers Counselors			On-Going
Staff development and professional collaboration: - Weekly collaboration with professional development team, formative assessment and differentiation training for staff	Administration and Professional Development Team	Supplies for Professional Development (Principal Funds)	\$500	On-Going
Extended/additional learning time - After-school intervention – Open Library-support students who need assistance with math. -CAHSEE English Intervention -CAHSEE MATH Intervention - Algebra and Geometry Intervention -ELL Intervention -EL Study Skills Class Second Semester -Enrollment in EL classes based on CELDT Level and records review	Intervention Coordinator Administration Teachers Counselors	Stipend for Intervention Coordinator Teacher Hourly Rate Faculty Support	\$13,000	On-Going

<p>Increased educational opportunity - Expanded AVID program -CAHSEE English Intervention -READ 180 -CAHSEE Math Intervention</p>	Administration Special Education Department Chair AVID Coordinator	CAHSE Intervention- (Paid from District Funds) Read 180 District Paid License		On-Going
<p>Involvement of staff, parents and community: - P.A.C., Site Council, Eighth Grade Orientation, Back to School Night, Open House, Parent Academies, Newsletters, "e-communication"- Teacher Websites- ELAC Meetings- Connect Ed-</p>	Administration Staff Parents Teachers	Parent Academies, Communication, Mailings, ELAC Supplies, Newsletter (Paid From Counseling, District or Principal Funds)	\$2,000	On-Going
<p>Auxiliary services for students and parents -Intervention notification, Counseling and Guidance Services, Course Catalog, Student Handbook, SST, Student Support Groups</p>	Administration Counselors Teachers	Course Catalog Production Student Handbook (Principal Funds)	\$2000	On-Going
<p>Monitoring program implementation and results -Progress, Quarterly and Semester grade reporting, department writing projects, Current Reality Review, SMART Goals Assessment</p>	Administration Staff Parents Students	Report Cards paid for and sent via the district- Progress report cards are sent with students		On-Going
<p>Other (Please describe) - 11th and 12th grade students required to take math and science and need parent permission to drop to not be enrolled in a math or science class</p>	Administration Teachers Counselors Parents Students			On-Going

Goal 5 (WASC): Close the achievement gap between our high academically performing subgroups and our subgroups performing at a lower level.

Rationale: Critical Need: The self study findings indicate that there are gaps in achievement among several subgroups of students. Valencia High School needs to set goals and develop strategies to address the discrepancies in scores and achievement between subgroups.

Supporting Data: CAHSEE Data, STAR Data, "a-g" Data, Local Benchmark Data, SAT Data, AP Data, and CELDT Data

Growth Target:

2010-2011 -We will decrease the achievement gaps between the identified lower performing subgroups and the higher performing

student subgroups on the ELA and math subtests of CAHSEE by 2%.

- Targeted subgroups will close the achievement gap by 5 API points from the school-wide subgroup.

- Targeted subgroups will increase their "a-g" completion rates by 2%.

2011-2012 -We will decrease the achievement gaps between the identified lower performing subgroups and the higher performing

student subgroups on the ELA and math subtests of CAHSEE by 2%.

- Targeted subgroups will close the achievement gap by 5 API points from the school-wide subgroup.

- Targeted subgroups will increase their "a-g" completion rates by 2%.

2012-2013 -We will decrease the achievement gaps between the identified lower performing subgroups and the higher performing

student subgroups on the ELA and math subtests of CAHSEE by 2%.

- Targeted subgroups will close the achievement gap by 5 API points from the school-wide subgroup.

- Targeted subgroups will increase their "a-g" completion rates by 2%.

2013-2014 -We will decrease the achievement gaps between the identified lower performing subgroups and the higher performing

student subgroups on the ELA and math subtests of CAHSEE by 2%.

- Targeted subgroups will close the achievement gap by 5 API points from the school-wide subgroup.

- Targeted subgroups will increase their "a-g" completion rates by 2%.
- 2014-2015 -We will decrease the achievement gaps between the identified lower performing subgroups and the higher performing student subgroups on the ELA and math subtests of CAHSEE by 2%.
- Targeted subgroups will close the achievement gap by 5 API points from the school-wide subgroup.
 - Targeted subgroups will increase their "a-g" completion rates by 2%.

ESLR's Addressed: (1) Effective Communicator, (4) Critical and Creative Thinker, and (5) Self Directed Learner.

Impact on student learning of academic standards and ESLR's: A school-wide focus on closing the achievement gap for targeted subgroups will have a positive impact on overall student achievement at Valencia High School.

Tools for Monitoring Progress: California Standards Test Data, CAHSEE Data, "a-g" Data, Local Data, CELDT Data, SMART Goals Reviews.

Reporting Progress:

- School Plan
- School Site Council
- Parent Advisory Committee
- Professional Development Activities
- Newsletter and Mailings
- DELAC Reports
- Report on website (SARC, School Plan, Single Plan of Student Achievement)
- Action Team Partnership
- Departmental Data Review Meetings
- Administration's State of School
- Infinite Campus

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Continue on-going Professional Development training on: formative assessments, differentiation, and intervention strategies.	-Teachers -Administrators -Department Chairs -Counselors -Professional Development Team	- Collaboration time to work in departments to discuss how to: use formative assessments, differentiate instruction, and how to provide timely in-class interventions. -Faculty Meeting presentations on formative assessments, differentiation, and intervention strategies. -Professional Development training on formative assessments, differentiation, and interventions.	- Regular agenda items on faculty, departmental and professional development meetings -CAHSEE scores -CST scores -Report Card Analysis -Administration Observations	-Ongoing	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings
Set departmental and school-wide SMART goals with an increased focus on a specific subgroup.	-Teachers -Administrators -Counselors -Department Chairs	- Collaboration time to work in departments to discuss implementation on SMART goals -Faculty Meeting presentations on SMART goals -Professional Development training on SMART goals	- Departmental collaboration time to set and assess SMART goals	-Beginning of 1 st semester	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings -School Plan
Target significant subgroups for intervention.	-Teachers -Administrators -Counselors -Intervention Coordinator	-Progress report card analysis and referral -CST analysis	-Intervention participation logs -Intervention target mailings, phone calls, meetings, and publications	-Beginning of semester and end of semester	-ELAC and DLAC meetings -Site Council -Faculty and Department Meetings -District Intervention Meetings

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Increase enrollment of members of targeted subgroups in the school's AVID program.	-AVID Coordinator - AVID Teachers - Administration -Counselors	-Recruitment initiatives -Release time to visit middle school to promote program -Class visitations -Report Card analysis	-AVID end of course enrollment numbers -Subgroup participation numbers	-Start of school year -End of year data review -Ongoing	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings -AVID Coordinator Meetings
Make the Parent Permission to Drop form to include math, science, and foreign language.	- Administration -Counselors	- Publicize policy at faculty meetings, departmental meetings, site council meetings, school publications, orientations,	-Internal data review of graduating seniors who are meeting the goal	- Beginning of the semester	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings
Increase the number of targeted subgroups participation in CAHSEE Prep interventions	- Administration -Counselors -Intervention Coordinator	-District Intervention Funds -USA test prep enrollment	-Intervention participation logs -Intervention target mailings, phone calls, meetings, and publications	-Ongoing	-Site Council Meetings -Faculty and Department Meetings -District Intervention Meetings -Department Chair Meetings -ELAC and DLAC meetings
Communicate College Information Nights, College Field Trips, SAT/PSAT dates specifically to targeted subgroups	- Administration -Counselors	-ATP funds for Parent Academies -Counseling Programs	-Parent participation logs -Parent Survey -Student survey	-Quarterly	-Site Council Meetings -Faculty and Department Meetings -ATP Meetings -Publications

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Through targeted assemblies/presentations, VHS will raise awareness amongst our academically under-performing students the importance of completing the most rigorous coursework possible.	<ul style="list-style-type: none"> -Administration -Teachers -Counselors -ASB 	<ul style="list-style-type: none"> -Dedicated class time for assemblies and presentations. -PAC/ATP funding to support assembly or presentation programs 	<ul style="list-style-type: none"> -Course completion data -“a-g” data -Report Card Analysis -AVID enrollment 	-Ongoing	<ul style="list-style-type: none"> -Faculty Meetings -Department Meetings -School Site Council -Administration Meetings -ATP Meetings
Staff qualified/credentialed to meet the needs of school will explore the possibility of adding an additional 1/6 period to their teaching day.	<ul style="list-style-type: none"> -Teachers -Administration 	<ul style="list-style-type: none"> - Based upon union and district adoption of a 1/6 increase to the teaching day for select teachers. 	<ul style="list-style-type: none"> - Report Card Analysis -“a-g” data -CST and CAHSEE data 	-Spring 2011	<ul style="list-style-type: none"> -Faculty Meetings -Administration Meetings

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Develop a process of on-going data analysis by departments in regards to significant subgroups	-Teachers -Department Chairpersons -Administration	-Departmental collaboration time	-CST scores -CAHSEE scores -ACT/SAT/PSAT data review	- Ongoing -End and Beginning of Semester	-Faculty Meetings -Department Meetings -School Site Council -Administration -School Plan
Implement school-wide CST reviews and/or cumulative reviews.	-Teachers -Department Chairpersons -Administration	-Departmental collaboration time	-CST scores -STAR benchmark assessments	-Annually -Ongoing	-Faculty Meetings -Department Meetings -School Site Council -Administration -School Plan
The professional development team will develop/organize a structure, sequence, calendar, and process for school-wide collaboration	-Professional Development Team	-Time for collaboration (lunchtime meetings and professional development training activities)	- Review of professional development plan -Observation by team to oversee school-wide implementation of plan	-annually -Ongoing	-Professional Development Team meetings and school plan
Intervention Coordinator and teachers will make classroom presentations explaining the various intervention programs. The Intervention Coordinators and teachers will conference with targeted intervention candidates.	-Intervention Coordinator -Intervention teachers -Administration -Teachers -Counselors	-Release time to make classroom presentations -Release time for conferences	-Participation logs -Report card analysis -CST and CAHSEE Data -Teacher referrals	-Ongoing -Quarterly -Start of each semester	-Intervention Meetings -School Plan -Faculty Meetings -Departmental Meetings -Site Council -PAC

Goal 6(WASC): Valencia High School's English Learners will have access to the school-wide curriculum with increased achievement levels.

Rationale: Critical Need: The self study findings indicate a need to improve the academic achievement for English Language Learners in the areas in core classes. State and local data support this need.

Supporting Data: CAHSEE Data, STAR Data, Grade Point Average Data, Report Card Analysis

Growth Target:

- | | |
|-----------|---|
| 2010-2011 | - English Language Learners will increase their group's cumulative GPA by .07.
- English Language Learners' D or F rate will decrease by 5%. |
| 2011-2012 | - English Language Learners will increase their group's cumulative GPA by .07
- English Language Learners' D or F rate will decrease by 5%. |
| 2012-2013 | - English Language Learners will increase their group's cumulative GPA by .07
- English Language Learners' D or F rate will decrease by 5%. |
| 2013-2014 | - English Language Learners will increase their group's cumulative GPA by .07.
- English Language Learners' D or F rate will decrease by 5%. |
| 2014-2015 | - English Language Learners will increase their group's cumulative GPA by .07.
- English Language Learners' D or F rate will decrease by 5%. |

ESLR's Addressed: (1) Effective Communicator, (4) Critical and Creative Thinker, and (5) Self Directed Learner.

Impact on student learning of academic standards and ESLR's: There will a direct positive impact on the overall academic achievement of our English Language Learner student population.

Tools for Monitoring Progress: California Standards Test Data, CAHSEE Data, "a-g" Data, Local Assessments, CELDT Data, SMART Goals Reviews, Report Card Analysis

Reporting Progress:

- School Plan
- School Site Council
- Parent Advisory Committee
- Professional Development Activities
- Newsletter and Mailings
- DELAC Reports / Meetings
- ELAC Meetings
- Report on website (SARC, School Plan, Single Plan of Student Achievement)
- Action Team Partnership
- Departmental Data Review
- Administration's State of School
- Publish CELDT Scores

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Implement more frequent usage and training of SDAIE strategies school-wide (non-linguistic representations, scaffolding, visual representations, summarizing, alternate assessments, formative assessments, academic vocabulary, pre-reading activities)	-Teachers -Administrators -Department Chairs -Counselors -Professional Development Team -ELA Coordinator	- Collaboration time to work in departments to discuss implementation of SADIE strategies -Faculty Meeting presentations on SADIE -Professional Development training on SADIE - On-going e-communication on SADIE	- Regular agenda item on faculty, departmental and professional development meetings -CAHSEE scores -CST scores -Report Card Analysis	-On-going	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings
Continue on-going Professional Development training on: using formative assessments, differentiation of instruction, and providing timely interventions.	-Professional Development Team -Administration -Department Chairs	-Professional Development training and instruction -Departmental collaboration time -Faculty Meeting instruction on the usage of formative assessments	- Regular agenda item on faculty, departmental and professional development meetings -CAHSEE scores -CST scores -Report Card Analysis	-On-going	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings
Set school-wide SMART goals for our English Learner population based on relevant data.	-Teachers -Administrators -Counselors -Department Chairs	-Departmental collaboration time to assess and create SMART goals	-CAHSEE scores -CST scores -Local Data	-Annually (Beginning of Fall Semester)	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Develop a process for timely placement in our Study Skills class for struggling English Learners.	-Teachers -Administrators -Department Chairs -Counselors -ELA Coordinator	-Collaboration time for administrators, counselors, and the ELA coordinator to look at local data (grade reporting)	-Report Card Analysis -Intervention logs and follow-up	-On-going -First progress report of each semester -End of Semester	-A Team Meetings -ELAC Meetings -Faculty Meetings -Departmental Meetings
Develop a process for better communication between core teachers and our E.L.A coordinator	-Teachers -Administrators -Department Chairs -Counselors -ELA Coordinator	-Infinite Campus "total" access for ELA coordinator -Bi-weekly or sooner e-communication between core teacher and ELA coordinator -Release time for ELA coordinator to assess English Learners in core classes.	-Report Card Analysis -End of year survey -Teacher feedback -CST scores -CAHSEE Scores -Upper-level course enrollment	-On-going	-Faculty Meetings -Departmental Meetings
Increase enrollment of English Learners participating intervention programs.	-Teachers -Administrators -Department Chairs -Counselors -ELA Coordinator -Intervention Coordinator	-District intervention funds -Phone calls, mailings, and conferences to homes of English Learners who are struggling.	-Targeted participation data -Report card analysis	-On-going -Quarterly grade reporting	-School Mailings -Department Meetings -Faculty Meetings -Intervention Meetings
Develop a system of monitoring the achievement of English Learners who utilize interventions.	-Teachers -Administrators -Department Chairs -Counselors -ELA Coordinator -Intervention Coordinator	-District Intervention Funds	-Targeted participation data -Report card analysis	-On-going -Quarterly grade reporting -End of Semester Reporting	-Intervention Meetings -A Team Meetings -Faculty Meetings -End of Semester Grade Reporting
Increase enrollment of English Learners in the school's AVID program.	-Avid Teachers and Coordinators -Administration -Counselors	-Collaboration time for AVID teachers -Release time for one on one conferences with potential AVID students and teacher	-AVID enrollment numbers across grade levels	-Beginning and End of each Semester	-AVID enrollment report
Include topics / presentations that directly address concerns or needs of the parents of English Learners at Parent Academies, Counseling Nights and ELAC meetings.	-Teachers -Administrators -Counselors -ELA Coordinator -ATP Team	-ELAC parent survey of relevant topics -ATP funds for Parent Academies -Counseling Programs	-Parent attendance records -Parent surveys	-Annually -ATP once a semester -ELAC Quarterly Meeting	- Parent participation in Parent Academies, Counseling Nights, and ELAC meetings

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
The professional development team will develop/organize a structure, sequence, and calendar a process for school-wide collaboration	-Professional Development Team	-Time for collaboration (lunchtime meetings and professional development training activities)	- Review of professional development plan -Observation by team to oversee school-wide implementation of plan	-annually -ongoing	-Professional Development Team meetings and school plan
Create an incentive program for E.L. students who demonstrate a .07 GPA improvement on quarterly report cards.	-Administration -EL Coordinator -ASB -Counselors	-Collaboration time to review quarterly report cards	-Report Card Analysis	-Quarterly	-ELAC Meetings -Department Meetings -Faculty Meetings

Goal 7 (WASC): Increase the percentage of students meeting “a-g” requirements.

Rationale: Critical Need: Students who complete higher levels of math (Algebra II or higher), science (Chemistry or higher) and two years of a foreign language (or more) are more prepared to meet post secondary goals and challenges.

Supporting Data: “a-g” Data, Local Data, PSAT Data, SAT Data, End of Course Completion, Post Secondary Surveys

Growth Target:

2010-2011 - 2% increase in the number of graduating seniors completing Algebra II or higher, Chemistry or higher, and two years of a foreign language.

2011-2012 - 2% increase in the number of graduating seniors completing Algebra II or higher, Chemistry or higher, and two years of a foreign language.

2012-2013 - 2% increase in the number of graduating seniors completing Algebra II or higher, Chemistry or higher, and two years of a foreign language.

2013-2014 - 2% increase in the number of graduating seniors completing Algebra II or higher, Chemistry or higher, and two years of a foreign language.

2014-2015 - 2% increase in the number of graduating seniors completing Algebra II or higher, Chemistry or higher, and two years of a foreign language.

ESLR’s Addressed: (1) Effective Communicator, (4) Critical and Creative Thinker, and (5) Self Directed Learner

Impact on student learning of academic standards and ESLR’s: An increase in the number of students taking more rigorous course work will have a direct impact on student learning and achievement.

Tools for Monitoring Progress: End of Course Completion Rates, “a-g” data

Reporting Progress:

- School Plan
- School Site Council
- Parent Advisory Committee
- Newsletter and Mailings

Reporting Progress Continued:

- DELAC Reports
- Report on website (SARC, School Plan, Single Plan of Student Achievement)
- Action Team Partnership
- Departmental Data Review
- Administration's State of School
- Department Course Criteria Review
- Course Catalog
- Counseling Informational Meetings
- Scheduling with Students

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Provide timely intervention in "a-g" required courses	-Teachers -Professional Development Team -Administration -Counselors -Intervention Coordinator	- Collaboration time -Professional Development instructional time	- "a-g" completion rates of graduating seniors -CST data -CAHSEE data -Intervention participation logs -Student and parent surveys	-ongoing	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings
Provide study skills class to support struggling learners	-Administration -Counselors	-Master schedule development -Collaboration time for coordinators of different programs	- "a-g" completion rates of graduating seniors -CST data -CAHSEE data -Targeted subgroup data analysis	-ongoing - progress report card analysis	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings
Make Algebra 1 a two semester course	-Administration -Counselors -Math Department	-Master schedule development -Professional Development instructional time	-End of course completion rates and report card analysis -Participation rates in algebra interventions	-Annually	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings -Math Chair Report -School Plan
Initiate a "Parent Request to Drop" for science, math and foreign language. Publicize the "a-g" course requirement in registration material.	-Administration -Counselors	-Publications	- "a-g" completion rates of graduating seniors -CST data -CAHSEE data	-Ongoing	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings -ATP Meetings

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Utilize peer tutoring program in core classes	-Administration -Counselors -Teachers	- Counseling scheduling -NHS and CHS students to participate during "open" periods	-Schedule analysis	-Start of each semester	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings -E-communications
Inform targeted subgroups of students and parents of learning gaps that occur between high school and post secondary education when students do not stay enrolled in rigorous course work. "Raising the Awareness" campaign.	-Administration -Counselors -Teachers -ATP Team	-Publications -Meetings -Conferences	-Course completion analysis	-Ongoing	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -Professional Development Meetings -E-communications -Publications
Action Team Partnership to include workshops on "Goal Setting".	-Administration -Counselors -Teachers -ATP Team	ATP funds	-Parent and student participation logs	-Each semester	-ATP Meetings
Implement a 10 th Grade School to Career curriculum focused on correlations between college readiness and high school course completion	-Administration -Counselors -Teachers -School to Career Advisor	-Master schedule development	-Master Schedule	-Ongoing	-Faculty Meetings -Site Council Meetings -Departmental Meetings -Department Chair Meetings - A Team Meetings -CTEC -VIA -E-communications -Publications

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
<p>The professional development team will develop/organize a structure, sequence, calendar, and a process for school-wide collaboration. Analysis of Professional Development Team's implementation of collaboration</p>	<p>-Professional Development Team</p>	<p>-Time for collaboration (lunchtime meetings and professional development training activities)</p>	<p>- Review of professional development plan -Observation by team to oversee school-wide implementation of plan</p>	<p>-annually -ongoing</p>	<p>-Professional Development Team meetings and school plan</p>

APPENDIX A: FAMILY INVOLVEMENT PLAN

GOAL 1 – ACADEMIC. Improved Reading Comprehension of Content Material

Desired result(s) for THIS goal: Improved understanding of and better use of content material

How will you measure these result(s)? Improved scores by at least 5% of students who are advanced and proficient on STAR Tests in reading comprehension, and improved scores by at 5 points on SAT Verbal subtest.

- Which practices of school, family and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

Activity (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping	Family Structure	
Parent Handbook [online]	1, 2, 4	On- Going	9-12	a) Select subcommittee – 2011-2012 school year b) Select materials for handbook – 2011-2012 c) Collate and print in English & Spanish – October 2011	Tracy Moscoe	2CF	SPF
						INF	SUF
						IMMF	
Parent Academy Online Resources for College Readiness • School and district websites • Infinite Campus • Counseling Website • Library Website	1, 2, 4	Fall TBD- Spring TBD	9-12	a) Select subcommittee – 2011 b) Confirm dates – 2011 c) Recruit presenters - 2011/2012 d) Advertise events e) Spanish Translation	Tracy Moscoe Jacquie Day/Tracy Moscoe Kathy Ferry/Paul Priesz • Email Blast • Connect Ed • School Website	2CF	SPF
						INF	SUF
						IMMF	

Family Structures
Two-Career Families (2CF)
Involved Families (INF)
Immigrant Families (IMMF)
Single Parent Family (SPF)
Surrogate Families (SUF)
Families with an Absent Parents (APF)

Any extra funds, supplies or resources needed for these activities? YES

GOAL 2 – ACADEMIC. Improve the Writing Skills of Students

Desired result(s) for THIS goal: Students will demonstrate an understanding of the writing process and produce clear and concise writing.

How will you measure these result(s)? Student will show improved writing skills on semester projects as evidenced by teacher survey and students will show an improvement of at least 10% of students who pass COC, CSU, and UC entrance writing exams.

- Which practices of school, family and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

Activity (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping	Family Structure	
Parent Handbook [online]	1, 2, 4	Fall and Spring 2011-2012	9-12	a) Select subcommittee – 2011-2012 b) Select materials for handbook – 2011-2012 c) Collate and print in English & Spanish	Tracy Moscoe	2CF	SPF INF SUF IMMF
Parent Academy Online Resources for College Readiness • School and district websites • Infinite Campus • Counseling Website • Library Website	1, 2, 4	Fall TBD- Spring TBD	9-12	a) Select subcommittee – 2011 b) Confirm dates – 2011-12 c) Recruit presenters - 2011/2012 d) Advertise events e) Spanish Translation	Tracy Moscoe Jacquie Day/Tracy Moscoe Kathy Ferry/Paul Priesz • Email Blast • Connect Ed • School Website	2CF	SPF INF SUF IMMF
Parent Academy (A-G Achievement Gap/Post Secondary Options - Panel) • The Four Year Plan • Parent Resources • The Student Athlete • Honors/AP Program	1, 2, 4	TBD	9-12	a) Select subcommittee – 2011-2012 b) Confirm dates – Late April/Early May c) Recruit presenters - Advertise events – Feb. e) Organize childcare	Tracy Moscoe Late April/Early May Kathy Ferry/Paul Priesz • Email Blast • Connect Ed • School Website • Open House	2CF	SPF INF SUF IMMF APF

<u>Family Structures</u>
Two-Career Families (2CF)
Involved Families (INF)
Immigrant Families (IMMF)
Single Parent Family (SPF)
Surrogate Families (SUF)
Families with an Absent Parents (APF)

Any extra funds, supplies or resources needed for these activities? YES

GOAL 3 – BEHAVIORAL. All Students Will Be Prepared For Post-Secondary Education and Have Academic, Career, And Personal Goals.

Desired result(s) for THIS goal: All students will complete a career project in their senior year that will include future academic, career, and personal goals.

How will you measure these result(s)? 100% of seniors will successfully complete the career project.

- Which practices of school, family and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

Activity (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping	Family Structure	
Parent Handbook	1, 2, 4	On-Going	9-12	a) Select subcommittee 2011-2012 b) Select materials for handbook c) Collate and print in English & Spanish –	Tracy Moscoe	2CF INF IMMF	SPF SUF
Frosh Parents Welcome Celebration	1, 2, 4	August 8, 2011-GYM Orientation	9	a) Select subcommittee 2011-2012 b) Recruit presenters and translators – d) Organize childcare and student activities – e) Advertise event –	Tracy Moscoe	2CF INF IMMF	SPF SUF
Parent Academy Online Resources for College Readiness • School and district websites • Infinite Campus • Counseling Website • Library Website	1, 2, 4	Fall TBD-Spring TBD	9-12	a) Select subcommittee – 2011 b) Confirm dates – 2011-12 c) Recruit presenters - 2011/2012 d) Advertise events e) Spanish Translation	Tracy Moscoe Jacquie Day/Tracy Moscoe Kathy Ferry/Paul Priesz • Email Blast • Connect Ed • School Website	2CF INF IMMF	SPF SUF
Parent Academy (A-G Achievement Gap/Post Secondary Options - Panel) • The Four Year Plan • Parent Resources • The Student Athlete • Honors/AP Program	1, 2, 4	TBD	9-12	a) Select subcommittee – 2010-2011 b) Confirm dates – Late April/Early May c) Recruit presenters - Advertise events – Feb. e) Organize childcare	Tracy Moscoe Late April/Early May Kathy Ferry/Paul Priesz • Email Blast • Connect Ed • School Website • Open House	2CF INF IMMF	SPF SUF APF

<u>Family Structures</u>
Two-Career Families (2CF)
Involved Families (INF)
Immigrant Families (IMMF)
Single Parent Family (SPF)
Surrogate Families (SUF)
Families with an Absent Parents(APF)

Any extra funds, supplies or resources needed for these activities? YES

GOAL 4 – CLIMATE OF PARTNERSHIPS. Include Families And Students Who Are Excluded From Usual Methods Of Communication.

Desired result(s) for THIS goal: All families and students are communicated with and heard from.

How will you measure these result(s)? Parent and student surveys.

- Which practices of school, family and community partnerships will help you reach THIS goal? (Choose activities from more than one type of involvement.)
- How will you organize and schedule the family and community involvement activities that support THIS goal?

Activity (continuing or new)	Type (1-6)	Date of Activity	Grade Level(s)	What Needs to Be Done for Activity & When?	Persons in Charge and Helping	Family Structure
Annual Surveys All Stakeholder Groups: Students, Parents, Staff	1, 2, 5, 6	April 2012	9-12	To be done annually: Revise Surveys – December Execute Surveys – April Tabulate – May Results – August	Tracy Moscoe	2CF SPF
						INF SUF
						IMMF
APF Support System	3, 4, 6	Ongoing	9-12	a) Identify students b) Begin monthly support meetings	Tracy Moscoe	APF

<u>Family Structures</u>
Two-Career Families (2CF)
Involved Families (INF)
Immigrant Families (IMMF)
Single Parent Family (SPF)
Surrogate Families (SUF)
Families with an Absent Parents(APF)

Any extra funds, supplies or resources needed for these activities? YES

Appendix B: Professional Development Plan

PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT-FOCUSED LEARNING 2011-2012

**Site: Valencia HS
Achievement**

Location of PD Supplies: Ben Wobrock's Room

Strategic Plan/PLC Focus: Student

Equity Focus: Closing the achievement gap(s).

SMART Goals for School Professional Development
Example: 80% of departments will develop common homework and grading policies by December 2011.
1. 100% of departments will create and publish revised SMART goals for each subject/section by September 21, 2011.
2. 100% of staff will create and implement formative assessments in their classroom to guide instruction and differentiation by September 30, 2011.
2. 100% of staff will train on My Access by November 16, 2011 and implement a writing assignment in each semester for their content area.

<i>Name</i>	<i>Position and Subject</i>	<i>Name</i>	<i>Position and Subject</i>	<i>Supply "Wish List"</i>
<i>Membership Begin/End Dates: July 1, 2011 – June 30, 2012</i>				
Dr. Paul Priesz	Principal	Mike McKee	Member – Social Studies	
Tracy Moscoe	Assistant Principal	Eve Itaya	Member – English	
Ben Wobrock	PD Coach – Math	Jacqueline Day	Member - English	
Lisa Duncan	Member – Resource			
Elizabeth Wilson	Member – Practical Arts			

PROFESSIONAL DEVELOPMENT TIMELINE

<i>Focus Idea</i>	<i>Target Group</i>	<i>Dates</i>	<i>Venue</i>	<i>Evidence*Collection Dates</i>	<i>Resources</i>
Current Realities/ SMART Goals (8/16, 9/8, 9/28) *looking at current realities in terms of student learning to help develop SMART goals	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: previous training	SCV activities center, dept. chair meetings, leadership team meetings	Training: Direct instruction through PD site team meetings, guidance from administration and leadership team on collecting and analyzing data.	PPT Review on SMART goals
		Implementation: 8/16 (morning), 9/8 (min day SD), 9/28 (faculty mtg)	Theater/Library, Departments	Artifacts: Published SMART goals consistent with current data (collection on 9/21)	Forms, State and local student data, evidence collected from home groups.
Formative assessment (8/16, 10/6, 3/1) *EL focus, developing, implementing, and analyzing results of formative assessments	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: previous training	SCV activities center, dept. chair meetings, leadership team meetings	Training: Direct instruction through PD site team meetings	PPT on formative assessment, formative assessment samples
		Implementation: 8/16 (morning), 10/6 (min day SD), 3/1 (min day SD)	Theater/Library, Departments	Artifacts: Publish formative assessments for each department/course and data collected after implementation. (collection on 10/6, revisit on 3/1)	Examples of content specific and generic formative assessments, research on formative assessment
Writing/My Access (10/27, 11/17) *EL focus, dates may need to move depending on district training, coincides with timeline for writing across the curriculum dates	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: training for TOTs and PD Coach 8/8-8/11	District Office	Training: Direct instruction through Vantage	Training materials from district training
		Implementation: 10/27 (min day SD), 11/17 (min day SD)	Theater/Library, Departments, Computer Labs	Artifacts: Teacher accounts, classes, and assignments set up. Log of use of computer lab	Copies of materials from district training, computer labs

PROFESSIONAL DEVELOPMENT TIMELINE

<i>Focus Idea</i>	<i>Target Group</i>	<i>Dates</i>	<i>Venue</i>	<i>Evidence*Collection Dates</i>	<i>Resources</i>
Common Summative Assessment (1/19, 2/9) *Equity focus, department collaboration/creation of summative assessments	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: previous training	SCV activities center, dept. chair meetings, leadership team meetings	Training: Direct instruction	PPT on formative & summative assessment
		Implementation: 1/19 (min day SD), 2/9 (min day SD)	Theater/Library, Departments	Artifacts: Summative assessments from departments and/or data analysis around such.	Pacing calendars to determine dates to implement and analyze data, standards
Differentiation (3/22, 4/26) *EL focus	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: previous training, more needed in this area	SCV activities center, TBD, dept. chair meetings, leadership team meetings	Training: Direct Instruction	PPT on differentiation
		Implementation: 3/21 (min day SD), 4/26 (min day SD)	Theater/Library, Departments	Artifacts: Meeting notes around discussion of differentiation strategies	Copies of materials on topic of differentiation, research
Technology training – IDMS, Infinite Campus, Google Docs *technology focus for instruction and data analysis	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: previous training	SCV activities center	Training: Direct Instruction	PPTs and training materials from district
		Implementation: 8/16 (afternoon), various faculty meeting dates	Theater/Library, Departments, Computer Labs	Artifacts: Evident through teacher implementation only	Copies of training materials from district, computer labs

PROFESSIONAL DEVELOPMENT TIMELINE					
<i>Focus Idea</i>	<i>Target Group</i>	<i>Dates</i>	<i>Venue</i>	<i>Evidence*Collection Dates</i>	<i>Resources</i>
Discussion of research articles/Sharing of instructional strategies *EL focus, research brought to staff for reading and discussion	<input checked="" type="checkbox"/> Dept. Chairs <input checked="" type="checkbox"/> Team Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Counselors <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> New Staff <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Other:	Training: previous training, ongoing research	SCV activities center, dept. chair meetings, leadership team meetings	Training: Direct Instruction	EBSCO Host
		Implementation: various faculty meeting dates	Theater/Library, Departments	Artifacts: Meeting notes around discussion of research articles, list of instructional strategies	Copies of research articles from EBSCO Host

**Real-Time Observation Data for Instructional Strategies. Artifacts or documents for Implementation.*

Centralized Expenditures

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dr. Paul A. Priesz	X				
Vincent Ferry			X		
Marzena Langdon		X			
Lisa Duncan		X			
John Minkus		X			
Edie Wiessner		X			
Gavin Klinger		X			
Eve Itaya		X			
Kathy Stroh		X			
Joni Stiman		X			
Charles Figueroa		X			
Elizabeth Wilson		X			
Ben Wobrock		X			
Christina Martinez					X
Jake Day					X
Lauren Hobson					X
Michele Ewing				X	
Lori McConnell				X	
Jackie Day				X	
Maisah Howard				X	
Linda Otto				X	
Tracy Moscoe			X		

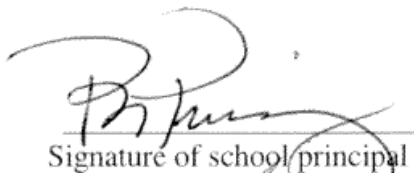
RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan :
 - School Advisory Committee for Title I/State Compensatory Education Programs
 - English Learner Advisory Committee (ELAC)
 - Gifted and Talented Education Program Advisory Committee/Input
 - Other (list) *Professional Development Team, A-Tea., PAC*
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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. The school site council adopted this school plan on: 12-12-11.

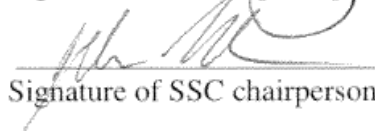
Attested:

Dr. Paul A. Priesz
 Typed name of school principal


 Signature of school principal

12-12-11
 Date

John Minkus
 Typed name of SSC chairperson


 Signature of SSC chairperson

12/12/11
 Date

