

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Valley High School

Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

In order to realize the vision of Valley High School, we commit to support Valley students by:

1. Building a school culture where all adults respond positively to high expectations for professional responsibility and accountability.
2. Supporting students to meet the school's expectations for behavior and in developing a mindset conducive to success.
3. Developing effective leadership that guides and manages school wide structures, systems and practices that foster a safe, positive, and productive climate and enable effective learning and teaching.
4. Developing highly functional small learning communities that connect students to social-emotional and academic supports, capitalizing on the opportunities provided through the High School, Inc. academies.
5. Listening to students' ideas and suggestions, and supporting them to plan and implement strategies for our school's continual development and improvement.

Strategy/Activity 1

21st Century Learning

Increase innovation, resources for effective engagement and instruction, and the use of technology in classrooms and SLCs/academies using the Falcon Four (Know your Students, Make Learning Visible, Building Relationships, and Living the Vision), as the cornerstone for professional development. Engage students and enhance learning through the use of new technology and engaging experiences for identified subgroups of students, including ELs and Students with Disabilities.

Tier 1

- Provide access to engaging, accessible curricula, supplemental academic supports and learning experiences for all students. Ensure teachers have access to tools and training in strategies/applications needed to engage students effectively.
 - Provide staff development to build teachers' capacity to leverage all components of newly-adopted curricula and Common Core aligned state standards
 - Continue to focus on literacy instruction, with emphasis on engagement/motivation through collaborative, multi-modal activities and discussions to build background, access to complex text/input, and understanding and allow for authentic forms of demonstrating learning. Continue to support the implementation of WICOR in all classrooms.
 - Continue to support and provide necessary training for teachers in educational technology and online components of newly-adopted curricula.
 - Work with partnering organizations to leverage resources for developing industry-related skills and soft skills. Arrange for business partner presentations and expert speakers.
 - Provide field trips through SLCs/academies and other enrichment/support programs to build social/cultural capital and awareness of industry and soft skills as well as enriching academic experiences. Include students with greater disadvantages.
 - Schedule Instructional Leadership Team meetings to develop a system for improving instruction with an emphasis on literacy development in all classrooms ensuring staff from all departments, Academies and SLCs are included. Determine priorities for teaching and learning, monitor academic progress, and ensure appropriate support for teachers.
 - Provide support for Instructional Leadership Team to develop a system for improving instruction, determining priorities for teaching and learning, monitoring academic progress and ensuring appropriate support for teachers.
 - Schedule Community Engagement meetings to gather feedback on campus-wide events, needs, and initiatives. Include department, SLC, classified staff and program representatives.
 - Provide support for department teams and Small/Professional Learning Community teams to be able to effectively collaborate, improve instruction and assessments and provide effective student support with the current emphasis on knowing your students (using data to form effective instruction), connecting with students, building student-student connections, and being responsive to student needs.
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- Provide monthly professional development during staff meetings with a focus on the Falcon Four: Know your Students, Make Learning Visible, Building Relationships, and Living the Vision.

Tier 2

- Support students with greater needs through the use of targeted supplemental programs/software/materials that allows for differentiated instruction and effective engagement.
- Support and provide training so that teachers can offer differentiated support/activities/assessments with the classroom to meet the needs of students who struggle to meet targets or, alternatively, need added challenge.
- Students experiencing limited success (grades/credits, test scores) will be supported through COST and appropriate interventions, including conferences with SLC teachers and will be referred to programs such as literacy intervention, reteach-reassess/tutoring, etc.

Tier 3

- Students continuing to need additional support will meet with counselors and parents to develop an academic intervention/success plan
- Continue VALOR: an academic intervention and support structure for Tier 3 Board of Review, at promise students which provides them academic and SEL support with a dedicated team of teachers and support staff.

College and Career Readiness

Fully implement practices to improve student academic success, access to rigorous coursework, and preparation for college and career opportunities, providing appropriate supports as needed. Partner with counselors, the COST team, Higher Education Coordinator, Falcon Club, NAC, teachers, and other community agencies to ensure the success of the following activities:

Tier 1

- Conduct classroom visits regarding academic progress and college and career planning
- Schedule meetings with students to regularly review progress
- Continue to conduct college and career focus days to develop students' awareness of next steps in planning for college and career
- Use data and work with stakeholders to ensure all students take the most appropriate and rigorous courses as they prepare for their individual next educational steps
- Encourage and Provide professional learning opportunities for staff members to expand their own professional practice as well as develop strategies to engage students in higher-level learning that ensures critical thinking, synthesis and practices that foster post secondary student success.

Tier 2

- Conduct pullout meetings to expose students to post-secondary opportunities and to further planning according to academic and career interests and future post-secondary plans
- Conduct college application and financial aid workshops as well as information sessions to support students with college entrance requirement and financial aid process assistance
- Continue BTSC (Breakthrough Success Community) that focuses on ensuring 9th grade students are on track for post-secondary success.

Tier 3

- Conduct student, parent, staff conferences to support students who are not on track for meeting academic/graduation/college readiness goals according to students' stated objectives
- Continue to ensure staff availability in supporting students with individual post-secondary needs

Budgeted Amount:

148,459

Strategy/Activity 2

Positive Behavior and Support and Culture of Rigor

Support the enhancement of school climate through the establishment of clear expectations, effective interventions, coordination

of services (COST), and full implementation of PBIS as it is informed by Valley's unique values.

Tier 1

- Clearly communicate goals and expectations regarding behavior to staff, parents and students
- Each teacher will create classroom expectations with students and revisit them regularly.
- Reinforce Valley's core values. Develop shared understanding of and recognize appropriate scholarly behavior, including the modeling of and encouragement toward the Valley values of strength, connectedness, and life-long learning
- Schedule motivational speakers and anti-bullying events
- Schedule regular Valley Values Team/PBIS Team meetings to review the schoolwide system of behavioral supports
- Further implement the distribution of Valley Gold cards that incentivize Valley Values among students
- Provide staff training focused on PBIS foundations
- Use data and work with stakeholders to ensure all students take the most appropriate and rigorous courses as they prepare for their individual next educational steps
- Provide professional learning opportunities for staff members to develop strategies to engage students in higher-level learning that ensures critical thinking, synthesis and creative demonstration of learning
- Implementation of MTSS for tiered behavior and academic supports

Tier 2

- Utilize technology to communicate quickly and effectively with parents to reinforce positive behavior and address issues such as incomplete work and other factors affecting student academic success
- Implement Tier 2 student support strategies in classrooms and provide training to teachers as needed
- Schedule Coordination of Services Team (COST) meetings to address student support needs beyond those that can be met with school-wide classroom practices
- Continue to develop SLCs/academies, including supporting PLC teams as they engage, support, and conduct interventions with students
- Conduct group interventions such as community building and restorative circles/groups for students needing additional support
- Provide targeted instructional supports and technological resources to allow for student success in rigorous courses

Tier 3

- Utilize resources and partnerships available through the Student Support Center to offer one-on-one interventions and support
- Through the COST process, refer students for SST and 504 plans

Budgeted Amount:

Strategy/Activity 3

Student Social Emotional Wellness

Provide support, resources, and training to improve student wellness. Ensure a safe, welcoming school environment that supports the wellness and success of all students with the support of stakeholders.

Tier 1

- Continue to update Safety Plan, include staff in safety training, and improve practices to ensure the safety of students and staff
 - Provide training for administration and other staff members in leadership positions to learn about best practices in ensuring school safety
 - Provide necessary equipment and resources to ensure staff are able to maintain a safe environment for all students
 - Provide staff training to include PBIS foundations, sensitivity, campus and community resources, procedures for crisis intervention, and social-emotional learning.
 - Ensure all staff members have been trained to implement community building and restorative practices in the classroom and provide built in support and SEL time in the schedule for each period.
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- Implement schoolwide social emotional learning practices. Use a trainer of trainers model and provide training for academy leads, department chairs, and other interested staff members.
 - Provide SEL classroom Presentations in all grade levels

Tier 2

- Further effective processes of identification, referral, and follow-up through COST and the Student Support Center.
- Support SLC/academy teacher teams in addressing student needs through effective processes for review and intervention
- Continue to offer supplemental restorative practices support to include the facilitation of student groups focusing on overcoming trauma, addiction, and other challenges.

Tier 3

- Provide effective, supplemental social-emotional intervention services, including on-campus licensed mental health clinicians and Family and Community Engagement Liaison support to ensure support to families
- Continue to build capacity for counselors, administrators and staff members to conduct appropriate interventions with individual students.
- Refer student for Mental Health and Substance abuse through COST.
- Refer students for SST and 504 plans through COST
- Implement Safety plan with students for suicidal ideation.

Budgeted Amount:

163,945

Strategy/Activity 4

Attendance and Engagement

Support the enhancement of school climate through the establishment of clear expectations, effective interventions, and timely support through attendance initiatives, coordination of services (COST), and full implementation of PBIS as it is informed by Valley's unique values. Adopt initiatives to focus on providing access and support for students to stay connected.

Tier 1

- Clearly communicate goals and expectations regarding attendance policies to staff, parents and students
- Promote club membership and attendance at school events
- Continue to develop connectedness and school spirit through ASB events, teacher-student interaction and workshops and publication of successes, resources, and programs
- Schedule regular Valley Values Team/PBIS Team meetings to review the schoolwide system of attendance supports. Include department, SLC, classified staff and program representatives.
- Promote Valley events and opportunities for students and the community through the Falcon Flash, class-focused google classrooms, social media and Falcon TV
- Continue Link Crew support of students in order to increase student involvement, peer-to-peer social emotional learning, improve attendance, support all freshmen (ELL, Sped, Gen Ed and High Achieving) in their first year of high school through engaging activities, academic push-ins, social follow-ups and more.

Tier 2

- Utilize technology to communicate quickly and effectively with parents to reinforce attendance and address issues such as chronic absences, tardiness, and other factors affecting student academic success
 - Schedule Coordination of Services Team (COST) meetings to address student support needs regarding attendance beyond those that can be met with school-wide classroom practices
 - Continue to develop SLCs/academies, including supporting PLC teams as they engage, support, and conduct interventions with students with chronic absences.
 - Conduct group interventions such as community building
 - Conduct Student Attendance Review Team (SART) meetings.
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- Attendance and Tardy letters mailed to the home

Tier 3

- Conduct attendance visits and review team meetings
- Utilize resources and partnerships available through the Student Support Center to offer one-on-one interventions and support
- Conduct parent meetings to address attendance
- Attendance and Tardy letters mailed to the home
- Referrals to Student Attendance Review Board (SARB)

Budgeted Amount:

Strategy/Activity 5

Awareness, Participation and Connection to/through Valley's Unique Programs:

Adapt strategies to ensure that Valley programs continue to thrive and that students are aware and able to access opportunities.

- Refine the master schedule to increase sections, assure collaboration opportunities, improve student cohorting, and increase participation and access for all students.
- Continuing to conduct informational academies tour and selection event for incoming 9th grade students through Link Crew.
- Schedule visits to middle schools to publicize academies/SLCs and related experiences.
- Develop early awareness and connection through visits to middle schools, 8th grade student visits and tours at VHS, and a comprehensive freshman orientation to foster student connectedness and success.
- Establish and maintain a Community Engagement Committee to define Valley as a learning community and improve communication to all stakeholders.
- Display and distribute posters, signage, and other tools for the development of a shared common language and culture to foster students' sense of ownership of their school and their education.
- Leverage social media to communicate and market the Valley "brand".
- Guide freshman students to academic programs, activities, and systems of support according to their needs and interests.

Budgeted Amount:

Total Expenditures

312,404.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Valley students will develop the critical reading, writing, and communications skills necessary to transition to their chosen college/career post-secondary pathways.

Strategy/Activity 1

Tier 1:

Develop a strong core academic program with a focus on effective communication and academic language through engagement in connected and purposeful listening, speaking, reading, and writing opportunities. Each department will develop comprehensive action plans to promote literacy development and incorporate effective engagement strategies, including an emphasis on implementation of the curriculum. All staff will implement reading and writing across the curriculum, strategies and differentiation to provide access for all students, and hands on learning to enrich, enhance, and ensure access to the core program for all students. All teachers will be trained in Literacy Strategies, Visible Learning and supporting diverse learners which underpins the academic program.. Provide grade level/content area collaboration led by instructional coach that focuses on course alike, vertical alignment of curriculum.

Continue to implement a comprehensive ELA program for all students that includes language and literacy supports for all students, practices for effective student motivation and engagement, development in critical reading, acquisition of academic language, effective listening and speaking strategies, and writing across genres and text types. Continue toward full implementation and supplementation of the adopted StudySync curriculum. Use MAP, department common assessments and other formative data to individualize instruction and fill student gaps and conduct conferences in order to develop action steps with students. Teachers will receive training on MAP report usage and approaches to address individual student needs. Common instructional strategies, such as Cornell Notetaking, Thinking Maps, and WICOR will be utilized in ELA classrooms and schoolwide. Encourage teachers to attend conferences that support development of instructional strategies.

Implement a department wide common assessment. Select a common rubric to focus feedback and target areas of need. Use MyAccess as a tool for revision as appropriate.

Budgeted Amount:

6,000

Strategy/Activity 2

Tier 2:

Develop resources to supplement the StudySync curriculum and explore online tools to ensure access, opportunities for engagement, and varied forms of assessment for ELs, students with disabilities, and other students needing additional support.. Share and develop best practices in delivering the curriculum. Provide collaboration time and release time as needed.

Provide tutors in high priority ELA courses and AVID classes with high numbers of English learners in order to provide language support and meet individual student needs, increase graduation and college readiness rates. Strive for scheduling consistency and provide ongoing training for tutors. Provide additional tools and software for language, reading fluency, and writing development. Provide supplemental books, technology and instructional materials to support CCSS and promote literacy in core subject areas and for all students, including English learners and students with disabilities.

Budgeted Amount:

30,000

Strategy/Activity 3

Tier 3:

Students not experiencing success will be invited to attend reteach-reassess/tutoring sessions with their teachers before school, after school, or during lunch. Students will receive individual attention to work toward success on assessments as well as to address underlying skills needing improvement. MAP assessment reports will be used for targeting these skills. Falcon Club tutoring is available to struggling students each day after school.

Office hours and tutoring are available for students. Students needing additional support to be successful are contacted to offer this support.

Budgeted Amount:

Total Expenditures

36,000.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Provide ongoing support for English learners to foster language development and mastery of rigorous content standards in order to ensure access to college preparatory coursework and the fulfillment of A-G requirements.

Strategy/Activity 1

Tier I:

All English learners benefit from Designated ELD through ELA and integrated ELD across the curriculum. Focus instructional attention on language development and content access for English learners. Provide schoolwide professional development and resources via academic consultant professional development, trainer of trainers model and utilizing staff expertise for:

- Engaging English Learners in relevant and rigorous content through responsive instruction
- Increasing student talk/collaboration.
- Intentional planning for language development, including the consideration of content, depth and complexity, and language demands of accompanying assessments
- Implementing strategies to "shelter" lessons (SDAIE, SIOP, etc.)

Increase the number of students reclassifying and demonstrating growth, recognize students demonstrating growth, advancing to a program with greater autonomy, and meeting reclassification requirements. Host awards events and invite parents. Keep students informed of progress and involve them in formulating an action plan through data chats.

Continue to administer the MAP reading test to all ELD students through grade 12. Use data to identify appropriate in-classroom interventions. Identify strengths and gaps in student skills to more effectively individualize instruction in the classroom, Conduct data chats/progress conferences and develop action steps with students. Support teachers with training on MAP report usage and approaches to address individual student needs, access to the core program, and student success (reclassification, grades/credit attainment, graduation, post-secondary success).

Monitor the progress of all ELs. Keep students, parents, and teachers informed of student progress and program services. Review EL Programs and Reclassification Criteria. Develop EL students' understanding of requirements for reclassification, graduation, and college readiness. Foster student ownership of progress and monitoring.

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- Provide push in workshops to explain graduation requirements, A-G and college pathways, reclassification criteria, and progress monitoring strategies to newcomer English Learners
 - Coordinate ELPAC student test chats and MAP goal setting conferences
 - Recognize students who reclassified or showed growth on ELPAC
 - Educate parents through targeted, focused parent nights.

Budgeted Amount:

25,500

Strategy/Activity 2

Tier 2:

Use data and stakeholder input to identify appropriate programmatic supports for English learners needing more intensive support:

- Moderate support (transitional program)- Designated ELD through ELA, integrated ELD across the curriculum, language support in mainstream collaboration classes with EL co-teacher support and tutors.
- Substantial support (newcomer program)- Designated ELD through pullout ELD classes, integrated ELD across the curriculum in pullout classes as needed based on student data and success

Improve targeting of interventions for English learners in the newcomer and core programs (continuing and long-term ELs), at-risk students, and students with special needs.

- Monitor progress of ELs and RFEPs using progress report grades and teacher recommendations and target tier II services appropriately

Further develop effective cross curricular practices in the newcomer program through collaboration. Hold weekly meetings, provide release time, fund extra duty pay, and support conference attendance, including follow-up, to:

- Develop (enrich and build access) curricula
- Train teachers to support EL access to CCSS and content through appropriate scaffolds (close reading, academic vocabulary development, discussion/collaboration structures, writing scaffolds)
- Address language development needs (integrated) in all content areas by attending to the language demands of tasks and depth of knowledge as connected to the standards
- Build cross-curricular projects (PBL) to engage students in authentic, inquiry-based learning

Provide evening meetings for Welcome Academy and EL students and parents.

Provide additional tools, technology and software for language, reading fluency, and writing development for ELs and newcomer ELs in particular. Provide supplemental instructional materials to support CCSS and promote literacy in core subject areas and for all students, including English learners and students with disabilities.

Budgeted Amount:

Strategy/Activity 3

Tier 3:

Improve targeting of interventions for English learners in the newcomer and core programs (continuing and long-term ELs), at-risk students, and students with special needs.

- Monitor progress of ELs and RFEPs using progress report grades and teacher recommendations. Identify students needing more individualized, intensive support
- Target long-term ELs for participation in intervention and support programs.
- Monitor a list of ELs in each program to assign appropriate program supports and refer to intervention programs, including support groups for male and female students with greater difficulties. Coordinate with COST. Consider test scores (focus on growth), grades, and standards-based classroom assessments.
- Offer increased learning time (interventions) during summer, before/after school for at-risk students.
- Support Homework Club and Tutoring through Falcon Club. Collaborate with Falcon Club staff, Newcomer Leadership Team, Link Crew to gather support/resources. Make classroom visits and distribute flyers to promote student attendance.

Provide additional tools and software for language, reading fluency, and writing development for ELs and newcomer ELs in particular. Provide supplemental instructional materials to support CCSS and promote literacy in core subject areas and for all students, including English learners and students with disabilities.

Budgeted Amount:

Total Expenditures

25,500.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Implement standards-based (CCSS) lessons, including embedded opportunities to develop and explain understanding connected to the eight mathematical practices, in all mathematics classrooms to improve student growth and mastery of key concepts and skills. Ensure a high level of ongoing engagement, learning, and support to meet post secondary goals of college and career success. Increase the number of students demonstrating college readiness.

Strategy/Activity 1

Tier 1:

Continue to implement a comprehensive mathematics program for all students that includes language and literacy supports for all students, practices for effective student motivation and engagement, development of procedural understanding, critical thinking, and communicating reasoning. Continue toward full implementation and supplementation of the adopted CPM curriculum. Use MAP and other formative data to individualize instruction, fill student gaps, conduct conferences and develop action steps with students. Teachers will receive training on MAP report usage and approaches to address individual student needs. Common instructional

strategies, such as Cornell Notetaking, Thinking Maps, and WICOR will be utilized in math classrooms and school-wide. Implement supplemental support programs to provide individualized intervention and enrichment. Provide collaboration time as needed.

Investigate and implement best practices to target the Eight Standards for Mathematical Practice as outlined in the CCSS.

Develop a department wide action plan with a focus on incorporating literacy strategies into the core math program which will highlight effective communication and academic language through engagement in connected, purposeful listening, speaking, reading, and writing and incorporating effective engagement strategies. The Math Department will implement reading and writing across the curriculum, strategies and differentiation to provide access for all students, and hands on learning to enrich, enhance, and ensure access to the core program for all students. Provide training in Literacy Strategies, Visible Learning and supporting diverse learners which underpins the academic program.

Budgeted Amount:

Strategy/Activity 2

Tier 2:

Develop resources to supplement the CPM curriculum to ensure access, opportunities for engagement, and varied forms of assessment for ELs, students with disabilities, and other students needing additional support. Share and develop best practices in delivering the curriculum. Provide collaboration time and release time as needed.

Develop department-wide best practices for the effective implementation of CPM and other new curricula. Embed intentional literacy development and supported access for English learners and struggling students in all levels of math.

Provide academic and language support in high-need math courses/sections to help English learners and Students with Disabilities meet standards and be successful in their coursework.

Provide tutors on a consistent basis in math courses with high numbers of English learners in order to provide language support and meet individual student needs. Provide supplemental books, technology and instructional materials to support engagement and build understanding through hands-on learning for all students, including English learners and students with disabilities. Provide targeted remediation, acceleration, and support for struggling students in mathematics coursework using electronic and online resources. Incorporate practices for the integration of technology (Chromebooks and online resources, etc.), and provide special support when needed.

Budgeted Amount:

Strategy/Activity 3

Tier 3:

Students not experiencing success will be targeted to attend reteach-reassess/tutoring sessions with their teachers before school, after school, or during lunch. Students will receive individual attention to work toward success on assessments as well as to address underlying skills needing improvement. MAP assessment reports and both formative and summative assessments will be used for targeting these skills. Teachers will receive training on MAP report usage and approaches to address individual student needs. Falcon Club tutoring is available to struggling students each day after school.

Students needing additional support are contacted and offered support during office hours and through additional tutoring.

Budgeted Amount:

Total Expenditures

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Valley will improve student achievement and college and career readiness for all students by ensuring that curriculum is aligned to Common Core State Standards and integrated with technology to enhance learning. Academic supports will be provided to ensure that all students have appropriate access to a rigorous curriculum of preparation.

Strategy/Activity 1

Tier 1:

Develop a strong core academic program with a focus on effective communication and academic language through engagement in connected, purposeful listening, speaking, reading, and writing in alignment with CCSS-aligned adopted standards in all content areas. All teachers will be trained and will develop comprehensive plans to promote literacy development and incorporate effective engagement strategies. Staff will implement reading and writing across the curriculum, strategies and differentiation to provide access for all students, and hands on learning to enrich, enhance, and ensure access to the core program for all students. Provide training in Universal Design for Learning, Visible Learning and supporting diverse learners which underpins the academic program.

Continue to implement a comprehensive curriculum in all content areas program for all students that includes language and literacy supports for all students, practices for effective student motivation and engagement, development of procedural understanding, critical thinking, and communicating reasoning through speaking and writing. Use MAP and other formative data to individualize instruction and fill student gaps and conduct conferences and develop action steps with students. Teachers will receive training on MAP report usage and approaches to address individual student needs. Common instructional strategies, such as Cornell Notetaking, Thinking Maps, and WICOR will be utilized in content area classrooms and school-wide.

Continue to enhance Technology for all staff. Teacher and staff laptops are supplied to supplement teacher desktops in classrooms. Teachers will use the laptops for collaboration and staff development as well as student instruction and monitoring student achievement. Because teachers are able to take their computer with them to training, they are able to more effectively note take strategies they could use, bookmark resources in their web browser, and add apps and extensions during professional development.

In the area of science, provide lesson frameworks, and strategies so that teachers can effectively use the Next Generation Science Standards, including literacy components. Provide resources needed to ensure student engagement.

Budgeted Amount:

Strategy/Activity 2

Tier 2:

Develop resources to supplement curricula to ensure access, opportunities for engagement, and varied forms of assessment for ELs, students with disabilities, and other students needing additional support. Share and develop best practices in delivering the curricula to support all students, and struggling students in particular. Provide academic and language support in high-need core subject area courses/sections to help English learners and Students with Disabilities meet standards and be successful in their coursework. Provide collaboration time and release time as needed.

Provide supplemental books and instructional materials to support engagement and build understanding through hands-on learning for all students, including English learners and students with disabilities. Provide targeted remediation, acceleration, and support for struggling students using electronic and online resources. Incorporate practices for the integration of technology (Chromebooks and online resources). Provide resources and tools needed to ensure effective instruction and learning in our technology forward classrooms.

Budgeted Amount:

Strategy/Activity 3

Tier 3:

Students not experiencing success will be targeted to attend reteach-reassess/tutoring sessions with their teachers before school, after school, or during lunch. Students will receive individual attention to work toward success on assessments as well as to address underlying skills needing improvement. MAP assessment reports will be used for targeting these skills. Teachers will receive training on MAP report usage and approaches to address individual student needs. Additionally, students who continue to struggle can attend teacher tutoring opportunities. Falcon Club tutoring is available to struggling students each day after school.

Budgeted Amount:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Work productively with the local community and external partners to enhance learning and teaching. Create a welcoming environment and community culture that involves parents in meaningful ways that develop their skills within and understanding of the vital role they play in supporting teaching and learning, student wellbeing, include them in monitoring and developing programs, and help them to be advocates for their children.

Strategy/Activity 1

Parent outreach and support-Valley will promote a highly connected, well-informed school community through regular communications in English and Spanish. Valley's Wellness Center and Family and Community Engagement Liaison will play a key role in meeting parent needs and communicating information.

Communication and creating a welcoming environment-In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. VHS invites parents to special events such as Back to School, Open House, sports events, Senior Interviews, Valley de los Muertos, and parent meetings, classes and workshops. The school, our Falcon Parents, and our Family and Community Engagement Liaison work in partnership to recruit parents for school events. Opportunities for engagement and parent education include: Coffee Chat with the Principal, Technology Support Hours, technology workshops, and parent conferences on parenting skills. Valley promotes parent engagement and school connectedness through celebrations of student successes. We invite parents and community members to recognition ceremonies for student achievement and performance, including department awards, senior night, perfect attendance, and end-of-season banquets for sports teams.

School communications include delivery of 6-week progress reports produced by the district, as well as use of electronic systems, the Aeries Parent Portal, and ParentSquare to inform parents about academic performance and campus and district events. Additional communications are produced and distributed through summer mailers and other ongoing mailings. Ongoing information throughout the school year is also available on the school's website, which can be translated into numerous languages. The school also sends frequent phone messages home to parents regarding school news and upcoming events. Social media is also used to inform and reach out to families and community members. ParentSquare allows administration, support staff, and teachers to send messages about student progress directly to parents immediately as well as other important school information home immediately. Finally, coffee chats are held with parents monthly.

Parent Trainings to support student success-Valley High School builds parent and community partnerships through parent meetings that contribute to student achievement in healthy, safe and secure environments. Based on parent feedback through surveys, parent meetings, and committee suggestions, VHS offers a wide range of parent meetings, including free parent education workshops and presentations on topics including active/positive parenting/discipline, drugs and alcohol, assisting a child in a crisis, suicide and bullying prevention, computer skills, online safety, mental health awareness, English language development as well as parent nights focused on college readiness and planning, athletic and performing arts programs, parent meetings at the beginning of seasons and end-of-season awards banquets.

Building capacity for parent leadership-Valley actively recruits parent leaders for Title I committees—English Learner Advisory Committee (ELAC) and School Site Council (SSC)—and promotes involvement and leadership through the Falcon Leadership Parent organization.

VHS seeks parent input on school programs, including the following meetings in which parents are given the opportunity to provide feedback and ask questions about school programs: Local Control Accountability Program (LCAP) parent meetings, School Site Council, ELAC, and coffee chats. Additionally, our WASC focus on learning process requires parent involvement in all areas. This ongoing WASC process ensures parent input to address action plan and school goals.

Budgeted Amount:

10,000

Strategy/Activity 2

Parents of students that are struggling academically, are disengaged, show poor attendance, or are having behavior issues will be supported through family interventions, including the following:

- Conference with parents upon 6/12 week reviews.
- Regular updates are provided to parents about individual student achievement through parent conferences and meetings as well as phone calls and email. Parents and community are regarded as partners in providing opportunities for students to achieve content and performance standards.
- Parents have ongoing access to student grades and assignments through Aeries. Assistance to parents needing access to Aeries is available through the Wellness Center. Assistance is also available at the parent's convenience through office staff support.
- VHS partners with parents in creating behavior contracts to identify and reduce problem behavior, and following through with student attendance at assigned tutoring and interventions.

Budgeted Amount:

8,000

Strategy/Activity 3

Valley will provide parents with students demonstrating chronic absenteeism and persistently negative behavior and engagement understanding that their student will be referred to the COST team. These students and families, based on individual student need, are provided with one or more of the following programs and/or services:

- SSTs, Behavior Support Plan, Restorative Practices conferencing for major incidents, support by School Social Worker/Clinician, counseling or presentations with our School Resource officer, SARB attendance review and/or referral to other resources.
 - Family and Community Engagement Liaison, administrators, counselors, and other support staff conduct other support interventions and referral families to appropriate school and community-based resources as needed.
 - The school may also work with parents to develop a 504 plan for students, conduct a referral for special education testing, or update a student's Individualized Education
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Plan (IEP) with special needs and referral for additional counseling/ therapy services based on IEP team decisions.

Budgeted Amount:

Total Expenditures

18,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	312,404.00
Goal Area 2, English Language Arts	36,000.00
Goal Area 3, English Learner Progress	25,500.00
Goal Area 4, Math	
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	18,000.00
Total Funds Budgeted	391,904