Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16

Valley High School

Valley High School
Vision Statement

Students graduate with the necessary knowledge and skills to enable their successful transition to chosen college and career paths. They are empowered to become productive members of the local and global community.

Valley High School
Mission Statement

In order to realize the vision of Valley High School, we commit to:
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, conduct and attitudes, and holding them to account regarding these expectations
3. Developing effective leadership that guides and manages school wide structures, systems and practices that enable effective learning and teaching.
4. Developing highly functional small learning communities where well designed curriculum is fully responsive to students' needs and interests, capitalizing on the opportunities provided through the High School Inc. Academies
5. Providing the necessary support to ensure teachers are empowered and confident to promote effective learning in all lessons
6. Listening to students' ideas and suggestions, and supporting them to plan and implement strategies for our school's continual development and improvement
7. Making effective use of review, assessment, and evaluation to monitor our progress
8. Providing consistent, regular, timely feedback to increase the rigor of development and improvement
9. Involving parents in meaningful ways that develop their understanding of the vital role they play in supporting teaching and learning, and help them to be advocates for their children
10. Working productively with the local community and external partners to enhance learning and teaching in supporting teaching and learning, and help them to be advocates for their children

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
9	577	553	601
10	650	577	609
11	546	623	525
12	510	468	528

Percent Actual Attendance

2012-13	2013-14	2014-15
93.70	93.75	94.33

Student Demographic
by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	1 (0.05%)	0 (0.0%)
Asian	40 (1.80%)	36 (1.6%)
Pacific Islander	4 (0.18%)	4 (0.2%)
Filipino	4 (0.18%)	3 (0.1%)
Hispanic or Latino	2156 (97.07%)	2,202 (97.3%)
African American	6 (0.27%)	3 (0.1%)
White (not Hispanic)	9 (0.41%)	13 (0.6%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	2221	2,263

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal:
Vision for Success at Valley High School:
Students graduate with the necessary knowledge and skills to enable their successful transition to chosen college and career paths. They are empowered to become productive members of the local and global community.

In order to realize the vision of Valley High School, we commit to:
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, conduct and attitudes, and holding them to account regarding these expectations
3. Developing effective leadership that guides and manages school wide structures, systems and practices that enable effective learning and teaching.
4. Developing highly functional small learning communities where well designed curriculum is fully responsive to students' needs and interests, capitalizing on the opportunities provided through the High School, Inc. Academies
5. Providing the necessary support to ensure teachers are empowered and confident to promote effective learning in all lessons
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9. Involving parents in meaningful ways that develop their understanding of the vital role they play in supporting teaching and learning, and help them to be advocates for their children
10. Working productively with the local community and external partners to enhance learning and teaching in supporting teaching and learning, and help them to be advocates for their children

SIG Goals
Develop and implement a plan to expedite school transformation. Improve the implementation of state standards (CCSS) for all students and strategic scaffolds for English learners. Promote a college-going culture and promote staff and student self-efficacy. Support credit recovery, systematic intervention programs, and extended learning opportunities for all students. Provide for personnel in strategic areas, including operations, literacy support, and college and career preparedness. Offer opportunities for teacher professional development, including collaborative planning and lesson study.

Goal I (LCAP): Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

- Support the implementation of schoolwide literacy programs, cross-curricular writing strategies, and effective teaching practices:
  - Fund literacy coaches to support professional development, facilitate in-class coaching sessions, and provide additional planning support.
  - Fund educational consultants to focus on schoolwide literacy strategies.
  - Fund conference attendance for literacy team and teacher-leaders.
  - Provide release time for current teacher-leaders to develop literacy team strategy implementation in department classrooms.

- Establish schoolwide data-driven planning, instructional practices, and intervention programs across PLCs:
  - Schedule regular data chats following local and state assessments.
  - Provide program planning time and/or sub release time for teacher teams to pinpoint areas of strength and need on state, local, and common assessments and to adjust teaching/reteaching of key concepts.
  - Develop a system for individualize instructional planning and differentiation, including student goal setting based on local (MAP)and state test data.
  - Allocate funding for academic incentive and recognition programs.
  - Recognize growth and proficiency on local (core common assessments, district benchmarks (MAP) and state (CELDT, SBAC) assessments.

- Present SBAC, CELDT, and other key assessment data to faculty at the beginning of the school year.
- Conduct in-depth analysis of key assessment content clusters and district benchmarks for use in targeting instruction.

- Provide time for teacher collaboration to facilitate use of data to inform and differentiate instruction, develop effective lessons/units, and improve professional practice.
- Implement and adjust units based on state standards (CCSS) for all content areas. Review, revise, reject, accept units for each of core content areas. Continue to develop rigorous, innovative units of study including project-based components, highly-relevant informational texts, and practical assessment pieces.
- Develop effective leadership that guides and manages school wide structures, systems and practices that enable effective learning and teaching.
  - Schedule regular Instructional Leadership Team meetings.
  - Develop systems to support improvement of schoolwide instruction.

- Provide for teacher extra duty pay to facilitate targeted interventions for at-risk students.
- Develop and implement consistent practices across departments and PLCs that reflect a growth and mastery mindset, including a plan to monitor student growth and progress toward mastery of standards.
- Improve targeting of skills development for English learners in our Welcome Academy and core program (long-term ELs), at-risk students, and students with special needs. Focus on analyzing data on strengths and gaps in student skills to more effectively individualize instruction in the classroom, expedite newcomer student access to the core program, and improve outcomes (including improved reclassification rates) for long-term English learners already in the core program. Offer targeted tutoring sessions after school and on Saturdays. Improve monitoring and provide additional pay for analysis and planning. Develop individualized plans for EL students.
- Fund release periods for a data coach.
  - Develop an understand of strengths and weaknesses evident in new state and local assessments.
  - Provide actionable data to teachers to inform instructional practices, including differentiation for targeted skills development.
  - Provide data useful for facilitating student goal-setting.
  - Work with site leadership, ILT, Literacy Team, and WASC chairs to support the monitoring of programs and initiatives.

Goal 2 (LCAP): Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home
- Purchase supplementary books and materials to support and extend learning opportunities for all students.
- Increase innovation and use of technology in classrooms and academies to engage students and help them develop academic and 21st Century skills. Schoolwide technology updates to include, but not limited to:
  - Mobile computer labs (iPAD carts and Chromebook carts)
  - Student responders (clickers)
  - Online Language Arts practice
  - Servers
  - Wireless printers
  - Site licenses for reading and other programs.
  - Equipment and resources for academies programs

- Engage and empower teachers in professional growth and training to facilitate full implementation of state standards (CCSS).
  - Implement a new teacher evaluation system based on teacher reflection and growth. Seek guidance on process and practices.
  - Provide professional development in best practices through conferences.
  - Provide program planning time for data-driven instruction and curriculum alignment.
  - Provide targeted (teacher-driven) professional development with focus on literacy, 4 Cs development, and instruction driven by formative assessment data.
  - Share best practices in teaching and learning.
  - Fund PD resources and consultants as needed

- Fund extra periods for literacy-focused coaching and collaborative lesson study. Develop learning and teaching leaders in core subjects to share best practices and assist with the implementation of standards (CCSS), and the strengthening of practices within PLCs. Build capacity building through conferences and consultant support.
- Supply materials and resources (APEX licenses,etc.) needed to support systematic intervention programs, support credit recovery, and extended learning opportunities for ELs, at-risk, and struggling students.

- Implement a program of reteaching and reassessment that provides all students with expanded access (outside of regular instructional day) to instruction and assessment in order to increase the number of students completing coursework and A-G requirements on the first attempt. Supply students with rubrics and exemplars of high quality work. Students monitor progress in student agenda and standards checklists. Provide materials and resources as needed.
- Improve monitoring to improve success of at-risk students in the core instructional program:
  - Monitor progress of ELs and RFEPs using progress report grades and teacher recommendations.
  - Reach out to long-term ELs for participation in intervention programs.
  - Develop and monitor "Watch List" for failing and/ or credit deficient students.
  - Offer increased learning time (interventions) during summer, before/after school for at-risk students.

- Provide additional opportunities for students to recover credits, receive targeted remediation, and access enrichment activities during summer and Saturday school (WIN) sessions.
- • Fully implement the VHS Counseling/CCR Plan by partnering with High Education Coordinators, Falcon Club, NAC, teachers, and partnering organizations to provide workshops, including: academic progress monitoring
  - credit checks, A-G checks, and individual student plans
  - outreach to students to develop awareness of next steps to access post-secondary education and continue as lifelong learners.
  - outreach regarding credit recovery options, clubs, and programs at VHSProvide enrichment programs for college and career readiness activities.
  - AP/Honors/SAT/PSAT prep sessions
  - enrichment courses based on interest and partnership opportunities
  - additional CTE courses

- Build capacity and improve college and career-going culture. Foster awareness of preparation for college and career. Provide enrichment experiences.
  - Fund an additional Higher Education Coordinator/CCR Coordinator to build awareness with students, parents, and staff
  - Provide field trips through HSI academies and other enrichment venues.
  - Arrange for college representative and business partner presentations.

Goal 3 (LCAP): Students and staff will work in a healthy, safe, and secure environment that supports learning.
- Promote college and career awareness and preparation through parent outreach and training and student college and career readiness nights to focus on college programs, academic requirements and planning.
- Make college and career "real" to Valley students through awareness campaigns, posters, etc..
- Develop academic focus and college and career-going culture.
  - Fund AVID tutors, memberships, field trips, and conferences.
  - Purchase materials needed to promote college-going culture. Including but not limited to AVID materials.
  - Develop student selection and recruitment practices in the AVID program.
  - Celebrate gains/growth to validate effort of all students and stakeholders.
  - Teach resiliency and growth mindset.
  - Set academic and personal goals
  - Support students in developing portfolios and soft skills necessary to success beyond high school, to include exit portfolios and interviews.
  - Teach students and parents to monitor individual student progress.

- Transform the VHS library into a 21st century media and learning center capitalizing on research technology, collaboration centers, and presentation technology.
- Promote a welcoming and productive school environment that supports learning and safety of students and staff, while decreasing number of disciplinary incidents through active supervision and frequent classroom visits.
  - Schedule motivational speakers and anti-bullying events
  - Promote club membership and attendance at school events.
  - Support FMP and PBIS to improve school climate.

- Support the enhancement of school climate, including a review of policies and procedures by continuing forward to full implementation of schoolwide PBIS initiative:
  - Define, publicize, and recognize scholarly behavior, including the modeling of Valley values of strength, connectedness, and life-long learning.

- Clearly communicate school expectations regarding attendance and tardy policies to staff, parents and students.
- Further effective processes of identification, referral, and follow-up to provide effective behavioral and emotional intervention "wrap-around" services through the COST program.
- Investigate and implement restorative practices strategies.

- Develop and conduct programs to connect and support incoming 9th grade students:
  - Arrange 8th grade visit and a comprehensive freshman orientation to foster student connectedness and success by offering a warm welcome for new students, providing dedicated upperclassman mentor, and guiding students as they walk through the initial registration process.
  - Conduct freshman interviews event to provide new students with an opportunity to sit down with a panel of staff and upperclassman students and share about themselves.
  - Guide freshman students to academic programs, activities, and systems of support according to their needs and interests.

- Promote and extend the use of technology through the Valley High School Parent Center to include parents of English learners.
  - Fund a Parent/Community Liaison to collaborate and communicate with parents.
  - Update parent center technology and facilities.
  - Provide parent technology workshops on technology in lab setting.

- Increase participation in HSI academies:
  - Redesign the master schedule to facilitate increased sections and participation.
  - Continuing to conduct the Fresh'n Up informational academies tour and selection event for 9th grade students.
  - Schedule presentations/career fairs for middle school students and parents focusing on HSI academies and experiences.

- Increase awareness of programs, events, and student successes.
  - Fund 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".

Other Vision, Operations, & Support
- Fund Operations Administrator position to oversee facilities, budget, and technology, allowing administrative team to focus on transformation and student achievement.
- Fund extra duty for classified personnel to provide clerical, technical, and parent support.
- Secure the services of an external partner to provide research-based program and instructional solutions, PD, technical assistance and support, with particular focus on review and evaluation.
- Certificated and classified benefits (Goals I-3)

Goal IIa: Reading Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

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

Valley students will develop the critical reading, writing, and communications skills necessary to transition to their chosen college/career post-secondary pathways.
- Administer MAP reading test to all students in grades 9 and 10 and to long-term ELs who are not CELDT proficient (Beginning to Intermediate). Use data to identify students for intervention programs
- Use MAP and other formative data to provide individualized instruction. Conduct goal-setting conferences and develop action steps with students.
- Collaborate with literacy team and engage in professional development to implement schoolwide literacy strategies ("powerplays") to improve instruction and mastery of standards. Collaborate with tech lead teacher to incorporate classroom technology to extend opportunities for engagement and access.
- Implement EDGE and English 3D curricula in ELD and ELA support classes.
- Provide supplemental instructional materials to support CCSS and promote literacy in core subject areas, for all students, including English learners and students with disabilities.

- Establish EL Study Center through Falcon Club. FMP and Falcon Club student leaders to volunteer for community service.
- Offer credit recovery, reteaching, and enrichment opportunities during summer, on Saturdays, and before/after school.
- Provide increased learning opportunities for independent practice through Rosetta Stone for newcomer ELs and Study Island for struggling students.
- Purchase licenses for software/online programs for the development of student reading skills.
- Provide training for Advanced Placement teachers to develop an understanding of AP curricula and strategies for effective instruction, including differentiation to support diverse learners in the AP classroom.

Goal IIb: Writing Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Students will develop writing fluency and precision through supported rigorous, relevant, and engaging writing across all content areas. Promote writing across the curriculum as a means for students to develop critical thinking, communication and academic discourse, and organizational skills.

Students will develop writing fluency and precision through supported rigorous, relevant, and engaging writing across all content areas. Promote writing across the curriculum as a means for students to develop critical thinking, communication and academic discourse, and organizational skills.
- Integrate CCSS strategies, including close reading and text-based support into all content areas. Collect and examine samples of student work for rigor and development of communication, organization, and critical thinking skills.
- Offer opportunities for course-alike and cross-curricular teacher teams to develop lesson plans and materials for CCSS content writing. Schedule time for teacher teams to examine samples of student writing. Schedule and provide release time for lesson studies.
- Offer professional development on integration of academic discourse in written responses to complex text. Review thinking maps,sentence frames for scaffolding academic language, and process writing.
- Offer professional development on portfolios, including electronic tools (e.g. Google Apps) and project-based learning in relation to CCSS. Fully implement digital senior exit portfolios.
- Purchase high-interest materials and/or licenses for schoolwide writing program to support EL students in developing reading and writing skills.
  (Funding listed under Goal IIc.)

- Target long-term ELs and underperforming students for differentiated instruction in writing through ELA classes. Provide PD and support for using data to determine needs and design differentiation.
- Design "toolkit" (templates, prompts, frames, etc.) to be shared with staff.
- Allocate funds to print common core curriculum and corrective teaching units. (Funding listed under Goal II c.)

Offer targeted PD to help teachers integrate technology into CCSS writing activities.
- Develop journaltopics, "quick-writes" and writing prompts for content classes andhomeroom. Offer targeted professional development on quick writes andhow to attach a writing prompt (T-chart). Provide program planning timefor PD.

Goal IIc: English Language Development
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Provide ongoing support for English learners to foster growth and mastery of increasingly rigorous content and courses in order to ensure access to college preparatory coursework and the fulfillment of A-G requirements.

Provide ongoing support for English learners to foster growth and mastery of increasingly rigorous content and courses in order to ensure access to college preparatory coursework and the fulfillment of A-G requirements.
- Develop EL students' understanding of requirements for reclassification, graduation, and college readiness. Foster student ownership of progress and monitoring.

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

- Share best practices language development strategies at staff meetings and in Welcome Academy/ELD/sheltered content weekly PLC meetings.
- Train teachers to support EL access to CCSS through appropriate scaffolds (close reading, academic vocabulary development, discussion/collaboration structures, writing scaffolds). Provide time for teacher teams to collaborate on course-specific EL strategies
- Monitor Progress of EL's
  - Review placement of all ELs in ELA courses based on district's criteria.
  - Continue ongoing monitoring of EL growth. Evaluate placement through discussions involving multiple stakeholders, considering student input, and evaluating multiple data points. Allow for mid-year and mid-semester student movement.

- Offer professional development on EL proficiency level based scaffolds and differentiation strategies. Assist teachers with developing differentiation breakouts based on CELDT levels and other factors.
- Purchase supplemental materials needed to help ELs access CCSS.
- Purchase technology and site licenses to provide language development, reading, and writing software for ELs.
- Support EL Study Center through Falcon Club. Collaborate with Falcon Club staff to recruit students from the Welcome Academy and from the overall EL population (flyers and calls). Provide tutors to serve EL student needs.
- Implement individual study plan for long-term ELs and R-FEPs on "D/F" watch list (Start with freshmen).
- Keep parents informed of student progress and program services. Review EL Programs and Reclassification Criteria. Schedule Annual Title I Parent Meeting. Provide evening meetings for Welcome Academy and EL students and parents.

Provide ongoing support for English learners to foster growth and mastery of increasingly rigorous content and courses in order to ensure access to college preparatory coursework and the fulfillment of A-G requirements.
- Implement a monitoring program integrated with COST and FMP to support struggling ELD and Welcome Academy students.
- Support differentiated/individualized instruction within ELD and sheltered content course by hiring Instructional Support Providers (tutors). Prioritize Welcome Academy.

Goal IId: Mathematics
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Implement standards-based (CCSS) lessons in all Mathematics classrooms to improve student growth and mastery of key concepts, skills. Increase the number of students demonstrating college readiness.

Implement standards-based (CCSS) lessons in all Mathematics classrooms to improve student growth and mastery of key concepts, skills. Increase the number of students demonstrating college readiness.
- Course-alike teacher teams meet to analyze student performance on common assessments, make instructional decisions based on the data and plan and evaluate lessons.
- Investigate best practices to target the Eight Standards for Mathematical Practice as outlined in the CCSS. Provide professional development for Math teachers in the incorporation of the eight standards.
- Provide tutors on a consistent basis in grade 9 Math classes in order to increase individualized instruction.
- Support student success and A-G completion by providing extended learning time to reteach concepts and offer reassessment opportunities for students to demonstrate competency, including before-school, after-school, and Saturday sessions. Publish calendar of available times and locations.
- Dedicate time to discussion of department-wide best practices.
- Provide Math supplemental materials/resources to include but not limited to manipulatives, publisher web-based activities, digital resources, graphing calculators that will be incorporated regularly into classroom activities in all math courses.
- Maintain a watch list for students at risk of failing (Ds and Fs). Encourage tutoring and reteach/reassess. Schedule Saturday Parent Conference at the end of the 12 week and first semester grading period, for parents of all students earning an F in a core subject area and any students at risk of failure.

- Provide online Math credit recovery classes during the school day, after school and on Saturdays.
- Investigate practices for the incorporation of technology (Chromebooks, iPads, online resources, etc.) in math classes. Provide resources, professional development, and release time to develop best practices.
- Implement literacy-based activities in support of the development of broader CCSS skills. Incorporate reading and writing within the context of relevant projects and examples. Provide release time for instructional coach to offer professional development and support.

Goal III: Parent and Community: Partnerships for Student Learners
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School 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, include them in monitoring and developing programs, and help them to be advocates for their children.

Building on parenting strengths
Inform and involve parents to increase comfort level at school. Include parents as partners in schoolwide strategies, progress monitoring including test chats and creation of a college-going culture. Maintain Valley's Parent Resource Center which will enable all parents to have access to information regarding the school site and community resources
- Involve parents in meaningful ways that develop their understanding of the vital role they play in supporting teaching and learning, and help them to be advocates for their children.
  - Distribute welcome video/resources, homework and attendance policies; parent orientations for all new arrivals and late entrants.
  - Schedule mandatory orientation for freshmen parents.
  - Continue partnership with Padres Promotores and our Santa Ana College Partnership to support the activities of the Parent Resource Center.
  - Create follow-up activities for parent institute. Train parent leaders to support schoolwide strategies and initiatives through trainer-of-trainers model. Increase parent participation in advisory committees.
  - Fund mobile lab and train parent volunteers to assist with online and tutorial programs before, during, and after school.

- Welcome parents as partners in education:
  - Provide childcare, refreshments, materials, guest speakers.
  - Parent (Resources) Handbook
  - Freshman parent orientation
  - Grade level/subject-specific parent information meetings
  - Schedule info meetings and "hands-on" workshops for parents of at-risk students. Train parent volunteers facilitate workshops.
  - ELD/Welcome Academy parent and student meetings to help parents understand and monitor student progress and support student language gains.
  - Offer college and career readiness workshops to parents and students to include A-G and graduation requirements, monitoring of an individualized four year plan, and post-secondary pathways.
  - Involve parents in assessing student portfolios. Offer technology classes to parents to support.

Communicating effectively
Maintain clear, consistent communication with parents via a variety of media. Provide meetings, workshops and forums for parents to participate in decision-making to foster a sense of community focus on learning.
- Hold monthly Parent Meetings to ensure that all parents have the opportunity to participate in school initiatives.
- Communicate with parents using Principal's updates, a parent newsletter, the electronic marquee, the school's website, VHS social media accounts, Edulink parent communication system, and text messaging applications.
  - Use text messaging for parent meeting reminders. Inform parents that important info coming home with students today.
  - Facilitate parent conferences and contacts to improve communicate between the home and school.

- Provide equipment for simultaneous translation (interpretation) services at parent meetings.

Organizing opportunities for volunteering
Involve parents in meaningful ways to capitalize on parent strengths and foster an environment of community responsibility for the education of our students.
- Offer parent training (in-house, SAC leadership program, Padres Promotores, PIQE, etc.) throughout the year to provide opportunities for parents, including Falcon Parents to learn how to navigate the public school system and to develop a cadre of parent leaders.

- Make parents part of the learning community:
  - Schedule workshops for parents and students on progress monitoring, study skills, and reading and writing strategies and resources.
  - Showcase student work that exemplifies performance standards. Introduce parents to criteria used to judge student work.
  - Provide training to parents of ELD students on language acquisition stages, EL needs and strategies, and EL programs. Involve parents in monitoring student growth.

Learning at home
Provide information and training on extended learning resources for greater access and individualization.
- Publicize opportunities to access core content, remediation, and enrichment activities from home.
  - Inform parents about Google Classroom activities posted online.
  - Inform parents about Newsela online reading and writing as an extended resource.
  - Targeted tutoring and reteach/reassess opportunities, including standards checklist components (before/after school and Saturdays) to parents.
  - Facilitate meetings to provide devices to parents and students, provide basic instruction on use of technology.

Involving in decision making
Include parents as essential parents in the education of our students. Provide opportunities for parent voice. Expand parent involvement in decision making campus-wide.
- Hold regular ELAC meetings to provide parents of English Learners the opportunity to provide input into school planning, instruction, and resource allocation. Provide parent food at ELAC and parent information meetings. Support DELAC representative participation in monthly meetings.

- Ensure that School Site Council Meetings are held each month. Provide translated minutes and translation services. Support DAC representative participation in monthly meetings.

Collaborating with the community
Foster environments of increased collaboration of all stakeholders. Bring parents, students, and staff together in informational, training, intervention, and advisory settings.
- Work with parents as partners in supporting student planning and enrichment. Include parents as partners in improving instructional practices.
  - Include parents in a-g plan. Help parents understand what kids need to do to get to from VHS to college.
  - Invite parents to attend college field trips.
  - Build capacity of parent leaders, "VHS Falcon Parents". Schedule regular opportunities for parents to be involved on campus.
  - Designate "Parent Day" once a month. Invite parents to attend classes.
  - Provide a voice to parents with respect to instruction by facilitating parents visit classrooms.

Building relationships
Foster community spirit and collaboration amongst stakeholders. Connect parents, as well as students, to the school in meaningful ways.
- Facilitate a "welcome" meeting for parents of 9th grade students to bring parents into the falcon family.
  - Explain schedule, policies
  - Establish expectations
  - Provide basic information about important milestones to be achieved during high school
  - Explain access and use of technology
  - Invite parents as partners in education through committees, parent groups, classes, etc.

- Reinforce home-school partnerships for accountability and student support:
  - Outreach Consultant supports students, parents, and community by developing home-school connections, acting as a liaison between parents, counselors, teachers and administrators.
  - Parent liaison coordinates the Parent Center, parent resources, programs, and services.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
Extended learning time (before and after school, Saturdays); Literacy Coaches to support effective instructional practices; release periods to fund departmental instructional coaches, data lead, and technology lead; College and Career Pathways Coordinator to work with students on developing and realizing post-secondary plans	1000-1999: Certificated Personnel Salaries	None Specified	1,128,573.88
Classified extra duty to support extended learning time	2000-2999: Classified Personnel Salaries	None Specified	27,480.00
Employee benefits tied to above services	3000-3999: Employee Benefits	None Specified	263,982.78
Signage, posters, and materials to support the Valley brand, produce welcome events, and foster student sense of community belonging	4000-4999: Books And Supplies	None Specified	209,348.76
Field trips to extend college and career preparation, educational consultants to support the implementation of research-based initiatives, conferences to build instructional capacity, consultants to support development of growth-based evaluation system	5000-5999: Services And Other Operating Expenditures	None Specified	260,000.00
Release time for professional development	1000-1999: Certificated Personnel Salaries	Title I, Part A	2,575.00
Instructional support providers to support student mastery of learning objectives, childcare for parent meetings	2000-2999: Classified Personnel Salaries	Title I, Part A	77,444.10
Employee benefits tied to above services	3000-3999: Employee Benefits	Title I, Part A	7,262.60
Chromebooks and carts to provide all students with access to instructional technology; high interest reading materials; supplementary classroom materials and online tools to increase student-centered, individualized learning	4000-4999: Books And Supplies	Title I, Part A	306,771.84
Online learning systems to support credit recovery, professional conferences to build instructional capacity, printing costs for supplementary materials	5000-5999: Services And Other Operating Expenditures	Title I, Part A	68,061.20
		Total	**2,351,500.16**