

APPENDIX C
2015-16 SCHOOL IMPROVEMENT PLAN TEMPLATE
Pajaro Valley Unified School District

{I_SIPTitle}

Pajaro Valley High School
School Site Improvement Plan

Lorena Gonzalez
School Site Council Chairperson

Alison Niizawa
Principal

Dorma Baker, Superintendent
Superintendent

Pajaro Valley Unified School District Improvement Plan

School Site Department Leadership Team Members

School Site Leadership Team Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Learners, Migrant, and other support staff)
- Administration (Principal, Assistant Principal)

School Site Council:

- The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

School Site: Pajaro Valley High School

School Year: 2015-16

Principal/Director: Alison Niizawa

Date: 9/29/15

School Site Leadership Team Members

Name	Position
Michael Tessier	Den Leader (Den 3)
Thomas May	Science Department Chair
Thomas May	Den Leader (Den 2)
Andrew Ghiglia	Den Leaders (Den4)
Bunny Tessier	Den Leader (Den 5)
Adriana Ybarra & Maria Rodriguez	Den Leader (Den1)
David Perez	Art Department Chair
Andrew Ghiglia	Social Science Department Chair
Consuelo Mason, Maria Elena Valenzuela, Matt Levy &	Assistant Principals
James Lucas & Ingrid Hartnet	English Department Chairs
Selene MunozCasas	SPED Department Chairs
Sandra Macias & Cecilia Fernandez	Foreign Language Department Chair
Joe Gregorio	PE Department Chair
Cecilia Navarro & Victor Barajas	Math Department Chairs
Alison Niizawa	Principal

School Site Council Members

Name	Position
Lorena Moran	Parent - President
Lorena Gonzalez	Parent - Vice President
Maria Del Carmen Bonilla	Parent
Angel Brewer	Student
Adrian Nunez	Student
George Moreno	Student
Alison Niizawa	Principal
Dinah Thompson	Classified
Joe Gregorio	Teacher
Aurelia Donnelly	Teacher
Sandra Macias	Teacher
Joe Manfre	Teacher

Dates of Meetings

School Site Leadership Team Meetings	School Site Council Meetings
9/9/15 & 9/23/15	9/29/15
10/28/15	10/27/15
11/12/14	11/10/15
12/09/15	12/8/15
1/20/16	1/26/16
2/10/16 & 2/24/16	2/23/16
3/9/16	3/29/16
4/13/16 & 4/27/16	4/26/16
5/11/16 & 5/25/16	5/24/16

The District / English Learner Advisory Committee (D/ELAC) Members

English Learner Advisory Committee (ELAC):

- Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC).

District English Learner Advisory Committee (DELAC):

- Each LEA with 51 parents or more of English learners must establish a functioning District English Learner Advisory Committee (DELAC).

District / English Learner Advisory Committee Members

Name	Position
Luisa Arias	Parent
Jesus Silva	Parent
Jorge Moreno	Parent
Isabel Rios	Parent

Dates of Meetings

School Site or District Department
10/19/15
11/23/15

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	312	306	98.1	306	2592.2	14	45	28	12
All Grades	312	306	98.1	306		14	45	28	12

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	19	62	18	28	54	17	12	72	16	33	58	8
All Grades	19	62	18	28	54	17	12	72	16	33	58	8

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	312	307	98.4	304	2517.0	1	8	33	57
All Grades	312	307	98.4	304		1	8	33	57

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	1	41	58	3	48	49	1	61	38
All Grades	1	41	58	3	48	49	1	61	38

School and Student Performance Data (continued)

Table 4: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	7,913	7565	7841
Percent with Prior Year Data	99.9	100.0	100.0
Number in Cohort	7,908	7564	7839
Number Met	4,194	4083	4,304
Percent Met	53.0	54.0	54.9%
NCLB Target	57.5	59.0	60.6%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	5,909	3,236	5684	3162	5587	3342
Number Met	820	1,534	740	1455	838	1615
Percent Met	13.9	47.4	13.0	46.0	15.0	48.3
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	No	No	No

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

School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Annual Assessment Results

Grade	California English Language Development Test (CELDT) Annual Assessments Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	5	4	42	34	52	43	15	12	8	7	122
10	4	4	50	45	40	36	14	13	4	4	112
11	6	7	41	49	24	29	11	13	2	2	84
12	14	15	33	35	24	26	16	17	7	7	94
Total	29	7	166	40	140	34	56	14	21	5	412

School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

All Assessments Results

Grade	California English Language Development Test (CELDT) All Assessments Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	5	4	42	32	52	40	17	13	15	11	131
10	4	3	50	43	41	36	14	12	6	5	115
11	6	7	41	48	25	29	11	13	3	3	86
12	14	15	33	35	24	26	16	17	7	7	94
Total	29	7	166	39	142	33	58	14	31	7	426

School and Student Performance Data (continued)

**2014-15 California High School Exit Exam
English Language Arts**

**Grade 10 Combined Test
English-Language Arts**

	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	359	275	77.0	84	23.0	368.0	35.0
Male	191	142	74.0	49	26.0	363.0	27.0
Female	168	133	79.0	35	21.0	374.0	44.0

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino	4	0	0	0	0	0	0
Hispanic / Latino	346	264	76.0	82	24.0	368.0	35.0
African American	1	0	0	0	0	0	0
White	8	0	0	0	0	0	0
Declined to State							

Language Fluency

English Only Students	51	40	78.0	11	22.0	371.0	39.0
Initially Fluent English Proficient	19	18	95.0	1	5.0	398.0	79.0
Redesignated Fluent English Proficient	179	165	92.0	14	8.0	381.0	48.0
English Learner Students	110	52	47.0	58	53.0	341.0	4.0

Economic Status

Non-Economically Disadvantaged	16	12	75.0	4	25.0	364.0	19.0
Economically Disadvantaged Students	331	252	76.0	79	24.0	368.0	35.0
Unknown	12	11	92.0	1	8.0	381.0	50.0

Special Education Program

Students Receiving Services	43	10	23.0	33	77.0	323.0	2.0
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School and Student Performance Data (continued)

**2014-15 California High School Exit Exam
Mathematics**

**Grade 10 Combined Test
Mathematics**

	#Tested	#Passed	% Passed	#Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	361	251	70.0	110	30.0	364.0	30.0
Male	193	128	66.0	65	34.0	362.0	30.0
Female	168	123	73.0	45	27.0	366.0	30.0

Race/Ethnicity

American Indian or Alaska Native							
Pacific Islander							
Filipino	3	0	0	0	0	0	0
Hispanic / Latino	350	243	69.0	107	31.0	364.0	29.0
African American	0	0	0	0	0	0	0
White	8	0	0	0	0	0	0
Declined to State							

Language Fluency

English Only Students	50	36	72.0	14	28.0	360.0	26.0
Initially Fluent English Proficient	18	16	89.0	2	11.0	389.0	61.0
Redesignated Fluent English Proficient	179	156	87.0	23	13.0	376.0	40.0
English Learner Students	114	43	38.0	71	62.0	343.0	10.0

Economic Status

Non-Economically Disadvantaged	15	10	67.0	5	33.0	360.0	13.0
Economically Disadvantaged Students	335	233	70.0	102	30.0	364.0	30.0
Unknown	11	8	73.0	3	27.0	378.0	45.0

Special Education Program

Students Receiving Services	44	10	23.0	34	77.0	331.0	7.0
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Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Refer to your District Data Source Book.

Areas of Strength

Area of strength:

The Western Association of Schools and Colleges (WASC) full self-study was completed in the Spring of the 2014-2015 school year. The visiting committee agreed with the schools findings and identified the following as areas of strength for Pajaro Valley High School.

1. PVHS staff works collaboratively, in weekly meetings, to provide students with greater consistency in both instruction and student learning.
2. There are strong partnerships with community organizations and services that work to meet the holistic needs of the student population.
3. Teachers are utilizing technology in the classroom to enhance student learning and supports are in place to encourage growth in this area.
4. Teachers embrace leadership opportunities that focus on peer coaching and mentoring.
5. There has been a significant, recent improvement in student co-curricular activities and school pride.
6. Suspension and expulsions rates have decreased, with the school providing alternative to suspension programs and involving families in the process.
7. The school has a high degree of social awareness in the areas of environmental issues and social justice.

Pajaro Valley High School (PVHS) is using Den & Department collaboration to focus on targeted strategies within all content areas to improve students ability to speak, read and write academically in preparation for career and readiness for college or ready for college-conditional. To drive instruction, teachers will collect, analyze and report student performance data to evaluate student achievement of grade level standards for all students. Small Learning Community (SLC) collaborations, continuing community partnerships and supporting students through services and programs available on campus. Community partnerships are identified as follows; the Monterey Bay Aquarium's WATCH program, UC's "EAOP" program, and CSU's Upward Bound program.

The staff and administration of PVHS utilize identified strengths to personalize the educational experience, support and academic achievement of its students. These areas of strength will continue to serve as mechanisms to improve speaking, reading, and writing academically in preparing students to be career and college ready. Improving the academic performance of all learners at Pajaro Valley High School and in particular, English Language Learners.

Areas of Concern

Areas for Growth:

The Western Association of Schools and Colleges (WASC) full self-study was completed in the Spring of the 2014-2015 school year. The visiting committee agreed with the schools findings and identified the following as areas of growth for Pajaro Valley High School.

1. Making significant, data supported progress in addressing the critical learner needs.
 - Improve foundational skills in English and Math
 - Increase academic growth for English Language Learners

- Increase student desire to be self-directed learners in preparation for post-secondary endeavors

2. Creating and adapting ongoing assessments that accurately indicate student achievement and can be used to inform instruction.

3. Increasing the percentage of parents that play an ongoing, active role in the school community.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. PVHS has no current vision or mission statements.

2. The cell phone policy's consistent enforcement should be examined to improve student engagement.

3. Student exit from campus was observed to be unsafe. There are many students that do not observe crosswalks and ride skateboards and bikes in the road in dangerous ways.

4. The buildings are in need of non-routine maintenance such as painting, lighting and window repair.

PVHS is continuing to offer a wide range of core content SDAIE courses such as ICS 1, Biology and Chemistry SDAIE, World History and US History SDAIE, English 1 and 2 SDAIE and Algebra 1, Geometry and Algebra 2 SDAIE. The AMAO data from the 2013-2014 school year and 2014-2015 school year revealed an increase in both AMAO 1 (50.1% to 57.5%), AMAO 2 for less than 5 years (6.7% to 15.7%) and AMAO 2 for more than 5 years (43.7% to 48.5%) respectively. The data also reflects an over all increase in both students in the country less than 5 years (69 to 60) and LTEL (452 to 378) for the 2012-2013 and 2013-2014 school years. PVHS has had a drop in over 100 LTEL students since the 2011-2012 school year (481). The ELD teachers will continue to align and implement the new ELD standards using the district adopted EDGE program. SDAIE teachers have the opportunity to participate in the Abriendo Caminos Coaching Program. Participating teachers are also attending CABE in the spring.

Benchmarks in ELA and Math will be given five separate times this year. Two are a Pre and Post assessment. Two benchmarks with selected response and one performance task. The school is also engaging in the formative assessment process through Dens using the Common Core Literacy standards as the focus.

School Site Action and Monitoring Plan #1

Each school site will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the PVUSD student achievement goals.

PVUSD Goal	LCAP Goal 1: Increase students scoring Proficient and above on the CCSS-SBAC English language arts and mathematics assessments and increase percent of students who demonstrate 'readiness for college' or 'ready for college-conditional' on EAP.
District-Wide Performance Indicator	District CCSS Benchmarks, API, CAHSEE, Early Assessment Program Scores
School Site SMART Goal	<p>Establish SBAC/EAP baseline scores.</p> <p>2014-2015 - 59% meeting or exceeding the standard in ELA, 9% meeting or exceeding the standard in math 2015 - 2016 - growth of Baseline + 2% 2016 - 2017 - 2% growth</p>
Comprehensive Research-Based Strategy (Include differentiation to ensure access for targeted student populations)	<p>PVHS will dedicate targeted strategies within all content areas to improve students ability to speak, read and write academically in preparation for career, 'readiness for college' or readiness for college-conditional. To drive instruction, teachers will collect, analyze and report student performance data to evaluate student achievement of grade level standards for all students.</p>
	Differentiation to ensure access for targeted student populations (EL, Special Ed., GATE, Educationally Disadvantaged)
	PVHS will differentiate subject area content to include high yield strategies designed to improve academic language (reading, writing, speaking) in order for students designated as ELL, SPED to demonstrate College and Career Readiness.
Data Team Implementation (Explain how Data Teams implement and measure school-wide strategies)	PVHS Department Collaboration Teams will choose research based strategies appropriate for desired results of given curriculum in order to raise student achievement within their content. Recommend that each best practice teaching strategy is dedicated to improving speaking, reading and writing academically in preparation for career, readiness for college or readiness for college-conditional. Department Collaboration Teams will meet every other week to model, discuss teaching philosophies and analyze student progress and understanding.
School Site Performance Indicators and Data Sources	
Adult Implementation Indicator	Performance Indicator

<p>Teachers will use formative assessment data to guide instruction aligned to standards. Teachers and other staff will share and implement instructional strategies that enhance student achievement and academic language.</p> <p>Agendas, minutes and notes from Collaboration Team meetings will be used in order to help measure school-wide strategy implementation.</p> <p>SLO implemented Career & College Ready Students and Environmental Caretakers.</p>	<p>Student performance will improve in the area of speaking, reading and writing academically.</p> <p>Students will increase their use of academic vocabulary.</p>
<p>Data Source: Department collaboration meeting agendas, records and minutes. Common formative assessments.</p>	<p>Data Source: SBAC, CELDT, EAP, CAHSEE, formative assessments, benchmark assessments.</p>

School Site Action and Monitoring Plan #1

- Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.
- At least one action step needs to address parent inclusion.

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>1. Technology support for students & Instruction.</p> <ul style="list-style-type: none"> • Interactive projectors/SMART Boards • Computer - Projector integration equipment. • iPads/Chrome Books. • Carts • Computers/Laptops • E2020 Licenses • Upkeep of referenced Technology 	15-16 School Years	Site Admin, Department/Den Leaders, DO, SCCOE,	Student Records, Use of Computer Labs, laptop carts, projectors and ongoing monitoring of the Software, staff survey	<p>Title I 33442.00</p> <p>Title II</p> <p>Title III</p> <p>LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>2. Teacher/Classified Staff Professional Development</p> <p>Opportunities include training for writing, common core implementation, web 2.0 integration, and instructional strategies.</p> <ul style="list-style-type: none"> • ALLIES • CUE • Lead 3.0 • California League of High Schools • ASCD • E2020 • AR • Intelligent Classroom Cadre • Google Summit • TEN (Teaching Excellence Network) 	15-16 School Years	Site Admin, Department/Den Leaders, SCCOE, DO	Peer/Mentor observations, agendas, meeting minutes, staff survey, priority survey (TEN)	Title I 24006.00 Title II Title III LCFF
<p>3. Teacher Planning Time</p> <p>Opportunities for teachers to develop curriculum, instructional strategy peer observation, engagement strategies, web 2.0 integration, to support the school goals.</p>	15-16 School Years	Department/Den Leaders, ELS, Site Admin, DO Staff	Meeting agendas, meeting minutes, staff survey	Title I 23707.00 Title II Title III LCFF

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>4. Community Partnerships</p> <p>Provide opportunities and support with our professional community partners. Provide necessary training, materials and staff to support academic achievement and a college-going culture.</p> <ul style="list-style-type: none"> • Monterey Bay Aquarium • Wetlands Watch • Barrios Unidos • Granite Construction • EAOP & Upward Bound • Scholarship Counselor • Watsonville Ivy League 	15-16 School Years	Site Admin, Department/Den Leaders.	Sign-in sheets, completed projects, staff survey	<p>Title I 24500.00</p> <p>Title II</p> <p>Title III</p> <p>LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>5. Parent Involvement</p> <p>Provide opportunities for parents to participate in activities on campus. Provide educational opportunities, resources/supplies, light refreshments and equipment for parents of EL students to be more informed of high school, career and college requirements.</p> <ul style="list-style-type: none"> • Padres Como Socios • Family Literacy Program • Back to School Night • Open House • Grade level parent nights • School Site Council • ELAC 	15-16 School Years	Department/Den Leaders, Site Admin, SCCOE, DO	Debrief notes and staff, department and cabinet agendas, sign-in sheets, teacher reflections.	<p>Title I 1432.00</p> <p>Title II</p> <p>Title III</p> <p>LCFF</p>
<p>6. Academic Incentives</p> <p>Provide students with academic incentives</p> <ul style="list-style-type: none"> • Honor Roll • Attainment of the ESLR's • Community Service • Academic Varsity Letters 	15-16 School Years	Extended Learning, Site Coordinator, Site Admin, Migrant Ed, Department/Den Leaders, ELS	Award artifacts	<p>Title I 1500.00</p> <p>Title II</p> <p>Title III</p> <p>LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>7. Instructional Support</p> <p>Release a teacher for 3 periods first semester and full-time second semester to provide instructional support in the following areas:</p> <ul style="list-style-type: none"> • Web 2.0 integration • Engagement Strategies • Peer observations • SDAIE Support • Common Core Implementation support <p>Second Semester - all of the above as well as support Chromebook 1:1 implementation.</p>	15-16 School Years	Site Admin	Staff Meeting Agendas, teacher lesson plans, staff survey	Title I 71529.00 Title II Title III LCFF
<p>8. Provide transportation and release time for students and teachers to engage in off campus real life experiences and educational experiences.</p>	15-16 School Years	Site Admin	Lesson plans	Title I 10000.00 Title II Title III LCFF
<p>9. Increase percent of students who demonstrate readiness for college or ready for college-conditional on EAP for English and mathematics.</p>	2015 - 2016: Baseline + 2% 2016 - 2017: 2% increase	Site Admin, Teachers, Academic Counselors	Master Schedule course offerings that provide a rigorous and robust curricular offerings, Academic Counseling direction that prepares students for the exam, Testing environment	Title I 15000.00 Title II Title III LCFF

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
				Title I Title II Title III LCFF

Title I	Title II	Title III	LCFF	SIG	SD/G	Other
205,116						

Professional Development Plan #1

Each Action and Monitoring Plan requires a separate “Professional Development Plan.”

Strategy:

PVHS will dedicate targeted strategies within all content areas to improve students ability to speak, read and write academically in preparation for career, readiness for college' or readiness for college-conditional. To drive instruction, teachers will collect, analyze and report student performance data to evaluate student achievement of grade level standards for all students.

Components	Action Steps	Responsibility	Resources	Timeline
Theoretical Understanding	Ongoing Professional Development facilitated by Site leadership, Data Team Leaders, site Administration, district office, and consultants as well as site collaboration among department leaders and den leaders to reinforce the theoretical understanding of the data team process. This includes the common core literacy standards and math practices and the impact on instruction and learning.	Department Leaders, School site Leadership, School site administration, district office and Instructors.	PVUSD sponsored training and materials. REED and Core Collaborative support resources. Software such as, google docs and the Pajaro Valley High School Website. Hardware such as, computers, scanners, projectors, iPads/chromebooks and document readers.	Implementation will continue from 2014-2017.

Components	Action Steps	Responsibility	Resources	Timeline
Demonstrations	<p>Professional development (training and demonstrations) pertaining to the use of illuminate, the data management system employed by the Pajaro Valley Unified School District, as the primary mechanism for the accumulation and analysis of student data.</p> <p>Professional development (training and demonstrations) pertaining to of the use of various forms and templates (Google docs) as a means for monitoring, charting and discussing student performance data.</p> <p>Discussion, reflection and refinement of the data team process occurs bi-monthly during department collaboration.</p> <p>Ongoing Professional Practice in reading/writing/math practices for evaluating and assessing professional practice and strategies that support student learning of the literacy standards and math practices.</p> <p>Ongoing horizontal and vertical collaboration to support improved student outcomes with foundational math skills and knowledge. This collaboration will increase consistency and coherence instruction across courses and with between courses.</p>	District Office, School site Leadership, School site administration and Instructors.	<p>PVUSD sponsored training and materials.</p> <p>REED and Core Collaborative support resources.</p> <p>District staff, Site instructors, Site data team leaders, site administration and staff.</p>	Implementation will continue from 2014-2017.
Practice and Feedback	<p>Departments and Department Leaders collaborate with site leadership to discuss their practice and reflect upon the process.</p> <p>Department leaders, district and site leadership also meet regularly to discus and refine data team activities, benchmark implementation and common core shifts in math, English and NGSS.</p> <p>Den Leaders, with the support of site Administration and the English department, collaborate in implementing reading/writing strategies and continually reflect upon their practice with regards to the literacy standards.</p>	District Office, Department Leaders, School site Leadership, School site administration and Instructors.	<p>PVUSD sponsored training and materials.</p> <p>REED and Core Collaborative support resources.</p> <p>District staff, Site instructors, Site data team leaders, site administration and staff.</p>	Implementation will continue from 2014-2017.

Components	Action Steps	Responsibility	Resources	Timeline
<p>On-the-Job Coaching</p>	<p>Pajaro Valley High School utilizes the district wide collaboration time scheduled every Wednesday from 1:45 - 3:15 pm to implement and refine the data team process.</p> <p>Pajaro Valley High School utilizes the district wide collaboration time scheduled every Wednesday from 1:45 - 3:15 pm to implement the reading and writing strategies developed through the English department.</p> <p>Pajaro Valley High School will continue to provide technology support and professional development for the use of various software and hardware required to implement the data team process.</p> <p>Staff Development offered during department collaboration and after school (paid) facilitated by department chairs, district math coordinator, SVMI trainers will provide instructional support implementing the math practice standards.</p>	<p>District Office, SCCOE, School site Leadership, School site administration, Instructors and REED.</p>	<p>PVUSD sponsored training and materials.</p> <p>District staff, Site instructors, Site data team leaders, site administration and staff.</p>	<p>Implementation will continue from 2014-2017.</p>

School Site Action and Monitoring Plan #2

Each school site will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the PVUSD student achievement goals.

PVUSD Goal	LCAP Goal 7: Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test and decrease the number of Long Term English Learners (LTEL)
District-Wide Performance Indicator	English Learners making yearly progress on AMAO 1, percent of LTELs
School Site SMART Goal	PVHS will decrease the number of Long Term English Learners (LTEL) by 13% in 2014 - 2015, by 17% in 2015 - 2016, and 20% in 2016 - 2017.
Comprehensive Research-Based Strategy (Include differentiation to ensure access for targeted student populations)	To drive instruction for EL students, teachers will collect, analyze and report student performance data from common formative assessments, benchmarks, and CELDT to evaluate student achievement of grade level standards. Teachers will utilize instructional strategies and formative assessments targeted to meet the needs of the specific EL level students.
	Differentiation to ensure access for targeted student populations (EL, Special Ed., GATE, Educationally Disadvantaged)
	Student performance data will be disaggregated by ELD level, SDAIE and mainstreamed EL students to meet the needs of SPED, SE, and GATE english learners.
Data Team Implementation (Explain how Data Teams implement and measure school-wide strategies)	Individual staff members of each Departmental Collaboration Team will continue to train each other and demonstrate their use of Illuminate as a tool to disaggregate student achievement data such as CAHSEE and District Benchmarks to identify instructional strategies leading towards student proficiency. Department Collaboration Teams will meet regularly, according to agreed upon site collaboration calendar, adhering to a process which includes formative assessments, analyzing the data, setting a goal, selecting an agreed upon teaching strategy, and reviewing data to determine mastery.
School Site Performance Indicators and Data Sources	
Adult Implementation Indicator	Performance Indicator
Teachers will use formative assessment data to guide instruction for EL students aligned to standards. Teachers and other staff will share and implement instructional strategies that enhance student achievement. SLO indicator implemented is Career & College Ready Students	Increase the percentage of English learners progressing one or more levels per year.

Data Source:

Teacher generated Department Collaboration Team Meeting Records.
CELDT and CAHSEE scores.

Data Source: SBAC, CELDT, formative assessments, benchmark assessments, illuminate.

School Site Action and Monitoring Plan #2

- Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.
- At least one action step needs to address parent inclusion.

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>1. Technology support for students & Instruction.</p> <ul style="list-style-type: none"> • Interactive projectors/SMART Boards • Computer - Projector integration equipment. • iPads/Chrome Books. • Carts • Computers/Laptops • E2020 Licenses • Upkeep of referenced Technology 	2015-2016 School Year.	Site admin, Department/Den Leader	School Loop calendar check-out, staff survey	Title I Title II Title III LCFF

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>2. Teacher Professional Development : To meet the needs of English Language Learners we will:</p> <p>Opportunities include training for writing, common core implementation, web 2.0 integration, and instructional strategies.</p> <ul style="list-style-type: none"> • CUBE • ALLIES • CUE • Lead 3.0 • California League of High Schools • ASCD • E2020 • Intelligent Classroom Cadre • Abriendo Caminos • Google Summit 	2015-2016 School Year.	Site Admin, Literacy Coach, SCCOE, DO, Department/Den Leaders	Meeting agenda, meeting minutes, staff survey	Title I Title II Title III LCFF 1500.00
<p>3. Teacher Planning Time</p> <p>Opportunities for teachers to develop curriculum, instructional strategy peer observation, engagement strategies, web 2.0 integration, to support the EL students.</p>	2015-2016 School Year.	Department/Den leaders, ELS, Literacy Coach, Technology Coach, Site Admin	Agenda and meeting minutes, Benchmarks, SBAC scores and CELDT, staff survey	Title I Title II Title III LCFF 1500.00

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>4. Community Partnerships</p> <p>Provide opportunities and support with our professional community partners. Provide necessary training, materials and staff to support academic achievement and a college-going culture.</p> <ul style="list-style-type: none"> • Monterey Bay Aquarium • Wetlands Watch • Barrios Unidos • Granite Construction • EAOP & Upward Bound • Scholarship Counselor • Watsonville Ivy League • COPA 	<p>2015-2016 School Year.</p>	<p>Site Admin, District Office, Department/Den Leaders and Site Leadership</p>	<p>Agendas and meeting minutes, District Benchmarks</p>	<p>Title I Title II Title III LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)	
<p>5. Parent Involvement</p> <p>Provide opportunities for parents of EL students to participate in activities on campus. Provide educational opportunities, resources/supplies, light refreshments and equipment for parents of EL students to be more informed of high school, career and college requirements.</p> <ul style="list-style-type: none"> • Padres Como Socios • Family Literacy Program • Migrant Education • Back to School Night • Open House • Grade level parent nights • School Site Council • Computers @ Home • ELAC 	<p>2015-2016 School Year.</p>	<p>Data Team Certified Trainers, Site Admin, Data Team Leaders.</p>	<p>Agenda and meeting minutes, Benchmarks, Reflections</p>	<p>Title I Title II Title III LCFF</p>	<p>1432.00 2000.00</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>6. Academic Incentives</p> <p>Provide EL students with academic incentives</p> <ul style="list-style-type: none"> • Honor Roll • Attainment of the SLO's • Community Service • Academic Varsity Letters 	2015-2016 School Year.	Data Team Leaders, Site Admin, SCCOE, DO	Data Cycle Meeting Records, Benchmarks, Reflections.	Title I Title II Title III LCFF 1000.00
<p>7. Instructional Support</p> <p>An instructional Support Clerk position will be put in place to support redesignation, graduation requirements and language support for parents of EL students.</p> <p>A Parent Education Specialist position will be put in place to develop and promote a variety of parent education training programs and modules. Coordinates a variety of parent involvement programs, meetings, workshops and day care accommodations.</p> <p>A SDAIE instructional support position will be put in place to offer coaching for teachers.</p>	2015-2016 School Year.	ELS, Literacy Coach, Site Admin, Department/Den Leaders.	Sign-In sheets, Agendas and meeting minutes, master schedule staff survey, TEN feedback loop	Title I Title II Title III LCFF 119974.00
<p>8. Students produce a major extravaganza celebrating student achievement and parent recognition. including publication of poetry, dance and music. Attendance spans from 400-700 parents. The event recognizes student redesignation and parent involvement. Materials for publication and recognition are required to include but not limited to equipment rentals, publication materials and student and parent recognition artifacts</p>	2015-2016 School Year.	Site Admin, Department Chairs, Data Team Leaders, Den Leaders.	Sign-In sheets and Agendas.	Title I Title II Title III LCFF 2832.00

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
9. Provide professional development and materials for the development and implementation of SBAC and CELDT preparation programs targeting specific needs of EL's.	2015-2016 School Year.	Site Leadership, Site Admin, ELS, Instructors, Extended Learning Program.	Meeting records, Class rosters and materials.	Title I Title II Title III LCFF
10. Provide transportation and release time for students and teachers to engage in off campus real life experiences and educational experiences.	2015-2016 School Year	Site Admin, Department Chairs, Data Team Leaders, Den Leaders.	Lesson plans, Class rosters and materials.	Title I Title II Title III LCFF

Title I	Title II	Title III	LCFF	SIG	SD/G	Other
1,432			128,806			

Professional Development Plan #2

Each Action and Monitoring Plan requires a separate "Professional Development Plan."

Strategy:

To drive instruction for EL students, teachers will collect, analyze and report student performance data from common formative assessments, benchmarks, and CELDT to evaluate student achievement of grade level standards. Teachers will utilize instructional strategies and formative assessments targeted to meet the needs of the specific EL level students.

Components	Action Steps	Responsibility	Resources	Timeline
Theoretical Understanding	<p>Data Analysis: Objectives:</p> <ol style="list-style-type: none"> 1. To get acquainted with your students academic data 2. To identify ELL students who may need extra support 3. To explore different types of " within-class" grouping to improve student achievement 4. To identify strategies that will meet students' needs. <p>Staff Development offered during department collaboration and after school (paid) facilitated by department chairs, Literacy Coach and English Language Specialist (ELS) will continue to inform and develop the theoretical understanding of our plan to support EL students at Pajaro Valley High School.</p>	Instructors, ELS, Literacy Coach, Technology Coach, Site Leadership, Site Administration, District Office.	Information is outlined above in the action plan.	Implementation will continue from 2014 - 2017.
Demonstrations	<p>Professional development (training and demonstrations) pertaining to the use of illuminate, the data management system employed by the Pajaro Valley Unified School District, as the primary mechanism for the accumulation and analysis of EL student data.</p> <p>Professional development (training and demonstrations) pertaining to of the use of various forms and templates (Google docs) as a means for monitoring, charting and discussing student performance data for EL's.</p> <p>Discussion, reflection and refinement of the data team process occurs bi-monthly during department collaboration to better serve EL students.</p>	Instructors, ELS, Literacy Coach, Technology Coach, Site Leadership, Site Administration, District Office.	Information is outlined above in the action plan	Implementation will continue from 2014 - 2017.

Components	Action Steps	Responsibility	Resources	Timeline
Practice and Feedback	<p>Departments and Department Leaders collaborated with site leadership and literacy coach to discuss their practice and reflect upon the systems in place to serve the EL population.</p> <p>Department leaders, district and site leadership also meet regularly to discus and refine data team activities to meet the needs of EL students.</p>	<p>Instructors, ELS, Literacy Coach, Technology Coach, Site Leadership, Site Administration, District Office.</p>	<p>Information is outlined above in the action plan</p>	<p>Implementation will continue from 2014 - 2017.</p>
On-the-Job Coaching	<p>Pajaro Valley High School utilizes the district wide collaboration time scheduled every Wednesday from 1:45 - 3:15 pm to implement and refine the data team process as it relates to EL students.</p> <p>Pajaro Valley High School utilizes the district wide collaboration time scheduled every Wednesday from 1:45 - 3:15 pm to implement the reading and writing strategies developed through the English department.</p> <p>The literacy coach will continue to provide assistance with lesson planning, instructional strategy implementation and model lessons to support reclassification of LTEL students.</p>	<p>Instructors, ELS, Literacy Coach, Technology Coach, Site Leadership, Site Administration, District Office.</p>	<p>Information is outlined above in the action plan</p>	<p>Implementation will continue from 2014 - 2017.</p>

School Site Action and Monitoring Plan #3

Each school site will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the PVUSD student achievement goals.

PVUSD Goal	LCAP Goal 8: Promote a safe, supportive, and positive school environment that encourages positive behavior and increases students' sense of connectedness.	
District-Wide Performance Indicator	School attendance, chronic absenteeism, graduation, dropout, and suspension and expulsion rates	
School Site SMART Goal	Reduce the suspension rate by 10% each year and maintain an expulsion rate of under 1% for all students.	
Comprehensive Research-Based Strategy (Include differentiation to ensure access for targeted student populations)	PVHS staff will participate in onsite coaching from fellow colleagues during den collaboration. Staff will work together to model and observe identified instructional strategies focused on common core literacy standards and math practices. Staff are participating in school wide activities to promote a safe, supportive and positive school environment.	
	Differentiation to ensure access for targeted student populations (EL, Special Ed., GATE, Educationally Disadvantaged)	
	PVHS will continue to strengthen the support for teachers through Abriendo Caminos and den collaboration. PVHS will continue to streamline the referral process for the PVHS social emotional counselor and other PVPSA support. PVHS will continue with diversion programs and alternatives to at home suspension.	
Data Team Implementation (Explain how Data Teams implement and measure school-wide strategies)	Department Collaboration Teams will meet every other week to model, explain teaching philosophy and analyze student progress and understanding. Teachers will also maintain a wide variety of Power Hour offerings to promote a safe, supportive and positive school environment.	
School Site Performance Indicators and Data Sources		
Adult Implementation Indicator	Performance Indicator	
Teachers and other staff will share and implement instructional strategies that encourage positive behavior and promote a positive school environment. Agendas, minutes and notes from Collaboration Team meetings will be used in order to help measure school-wide strategy implementation. SLO"s implemented: Responsible Citizens who demonstrate compassion and empathy. Environmental Caretakers who understand the impact of the environment on individual lives.	Fewer students out of class during class time. Decrease in vandalism around campus. Decrease in referrals to the office, detentions and Saturday schools. Student tardies and cuts will decrease. Student participation in extra curricular activities will increase. Overall student achievement will increase	

Data Source: Department/Den Collaboration meeting agendas, records and minutes.

Data Source: Attendance records, detention/Saturday school data, suspension data, expulsion data.

School Site Action and Monitoring Plan #3

- Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.
- At least one action step needs to address parent inclusion.

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>1. Technology support for students & Instruction.</p> <ul style="list-style-type: none"> • Interactive projectors/SMART Boards • Computer - Projector integration equipment. • iPads/Chrome Books. • Carts • Computers/Laptops • E2020 Licenses • Upkeep of referenced Technology 	<p>2015-2016 School Year.</p>	<p>Site Admin Site Leadership</p>	<p>Agenda and meeting minutes, staff survey</p>	<p>Title I Title II Title III LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>2. Teacher/Classified Staff Professional Development</p> <p>Opportunities include training for writing, common core implementation, web 2.0 integration, and instructional strategies.</p> <ul style="list-style-type: none"> • ALLIES • CUE • Lead 3.0 • California League of High Schools • ASCD • E2020 • AR • Intelligent Classroom Cadre • Google Summit • TEN (Teaching Excellence Network) 	<p>2015-2016 School Year.</p>	<p>Site Admin Department/Den Leaders Technology Coach Site Leadership</p>	<p>Peer/Mentor observations, agendas, meeting minutes, staff survey, priority survey (TEN)</p>	<p>Title I 3666.00</p> <p>Title II</p> <p>Title III</p> <p>LCFF</p>
<p>3. Teacher Planning Time</p> <p>Opportunities for teachers to develop curriculum, instructional strategy peer observation, engagement strategies, web 2.0 integration, to support the school goals.</p>	<p>2015-2016 School Year.</p>	<p>Site Admin Department/Den Leaders Technology Coach Site Leadership</p>	<p>Agenda and meeting minutes, staff survey</p>	<p>Title I 2500.00</p> <p>Title II</p> <p>Title III</p> <p>LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>4. Parent Involvement</p> <p>Provide opportunities for parents to participate in activities on campus. Provide educational opportunities, resources/supplies, light refreshments and equipment for parents of EL students to be more informed of high school, career and college requirements.</p> <ul style="list-style-type: none"> • Padres Como Socios • Family Literacy Program • Back to School Night • Open House • Grade level parent nights • School Site Council • ELAC 	<p>2015-2016 School Year.</p>	<p>ELS Site Admin Parent Education Specialist</p>	<p>Sign-in sheets, agendas and meeting minutes, staff survey</p>	<p>Title I Title II Title III LCFF</p>

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>5. Materials necessary to support "Power Hour" offerings.</p> <ul style="list-style-type: none"> • Art Supplies • Chromebooks/Carts • Photography equipment • Athletic Equipment • Software • Academic resources • Upkeep of referenced Technology 	2015-2016 School Year.	Teachers, Admin	Master schedule, agenda and meeting minutes, staff survey, student survey.	Title I 5000.00 Title II Title III LCFF
<p>6. Provide transportation and release time for students and teachers to engage in off campus real life experiences and educational experiences.</p>	2015-2016 School Year	Site admin, teachers, club advisors	Lesson plans	Title I 5000.00 Title II Title III LCFF 12991.00
				Title I Title II Title III LCFF
				Title I Title II Title III LCFF

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
				Title I Title II Title III LCFF
				Title I Title II Title III LCFF

Title I	Title II	Title III	LCFF	SIG	SD/G	Other
16,166			12,991			

Professional Development Plan #3

Each Action and Monitoring Plan requires a separate “Professional Development Plan.”

Strategy:

PVHS staff will participate in onsite coaching from fellow colleagues during den collaboration. Staff will work together to model and observe identified instructional strategies focused on common core literacy standards and math practices. Staff are participating in school wide activities to promote a safe, supportive and positive school environment.

Components	Action Steps	Responsibility	Resources	Timeline
Theoretical Understanding	THE Team (made up of 6 PVHS teachers) helping to support our school community to improve the experiences of our students and their instructors in the classroom. PVHS's goal of participating in a comprehensive student activities/LINK crew program is to connect parents and students to our teachers, who are committed to improving their practice and helping their students be successful.	Site Administration, Parents, Teachers, Den Leaders.	School plan	2014 - 2017
Demonstrations	Student council has been put in place. Club advisors for each grade level have been established and whole grade level meetings are being implemented to increase student voice. Increased communication with teachers through weekly Communique and "week ahead" emails to keep staff informed.	Site Administration, Den Leaders, teachers	School plan	2014 - 2017
Practice and Feedback	Teachers will implement the twelve priorities into their classroom practice and then continually reflect upon their practice. Teachers will reflect upon their practice while collaborating in Den.	Den Leaders, teachers, admin.	School plan	2014 - 2017
On-the-Job Coaching	Cabinet will work with teachers in both den and department collaboration to reflecting upon instructional strategy implementation and student/staff activities.	Den Leaders, teachers, site administration	School plan	2014 - 2017

School Site Action and Monitoring Plan #4

Each school site will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the PVUSD student achievement goals.

PVUSD Goal	LCAP Goal 9: Increase parent participation in parent education trainings, and increase parent capacity and participation in school governance and decision making	
District-Wide Performance Indicator	Sign-in sheets at various parent trainings and school/district (governance – SSC, DELAC, ELAC, etc.) parent meetings	
School Site SMART Goal	Collect a minimum of 75% of sign-in sheets from ELAC, SSC, parent meetings and parent trainings in 2014 - 2015, increase by 2% in 2015 - 2016, increase by 2% in 2016 - 2017.	
Comprehensive Research-Based Strategy (Include differentiation to ensure access for targeted student populations)	PVHS Principal, ELS, Parent Liaison, and certificated and classified staff involved in meetings for parents and community will coordinate and communicate all important events around campus in a timely manner to ensure attendance by all interested community members.	
	Differentiation to ensure access for targeted student populations (EL, Special Ed., GATE, Educationally Disadvantaged) Communication will be in English and Spanish. Communication will also be mailed home upon request.	
Data Team Implementation (Explain how Data Teams implement and measure school-wide strategies)	The Principal and team will collect and analyze minutes and sign in sheets from all parent informational meetings to be sure that all questions, issues and concerns are met in a timely manner.	
School Site Performance Indicators and Data Sources		
Adult Implementation Indicator	Performance Indicator	
PVHS Team will communicate and involve more parents in meetings that occur on campus. PVHS will also communicate changes that are going to be implemented through the site website calendar as well as email communication. SLO implemented is Responsible Citizens.	Parents and students will attend site meetings and events that are relevant to their student's need. They will consistently use the PVHS website for information regarding changes or implementations that are occurring that may effect their student. They will check for and read important emails sent to them from PVHS regarding these changes.	
Data Source: School loop calendar updated regularly, auto dialer logs, group email logs in school loop.	Data Source: Sign-in sheets, registration numbers for school loop.	

School Site Action and Monitoring Plan #4

- Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.
- At least one action step needs to address parent inclusion.

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
1. PVHS Website Webmaster will maintain website to reflect important changes or actions the school and/or district is planning or implementing and post them on website. Parents will be notified through school loop informational emails of these important dates as they occur.	2015-2016 School Year.	Webmaster Principal SSC President	Number of parents registered for School Loop.	Title I Title II Title III LCFF
2. PVHS Administration and ASB will organize school wide family events/activities, including social events. These will give parents and students the opportunity to come together along with the staff.	Twice annually	Principal ASB Activities Director SSC President	Sign-in sheets, agendas	Title I Title II Title III LCFF 15000.00
3. PVHS will offer more School Loop trainings for parents to keep them informed on school events and student's progress throughout the year.	2015-2016 School Year.	Parent Liaison PVHS Admin	School Loop registered users, training agendas and sign-in, feedback loop (TEN)	Title I Title II Title III LCFF

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
<p>4. Provide opportunities for parents to participate in activities on campus. Provide educational opportunities, resources/supplies, light refreshments and equipment for parents of EL students to be more informed of high school, career and college requirements.</p> <ul style="list-style-type: none"> • Padres Como Socios • Family Literacy Program • Back to School Night • Open House • Grade level parent nights • School Site Council • ELAC • Migrant parent nights • Upkeep of referenced resources/equipment 	2015-2016 School Year.	EL Site Admin Parent Education Specialist	Sign-in sheets, agendas and meeting minutes, staff survey	Title I 1433.00 Title II Title III LCFF
				Title I Title II Title III LCFF
				Title I Title II Title III LCFF

Action Steps	Timeline	Person(s) Responsible	Measures Used	Resources (Funding Amount)
				Title I Title II Title III LCFF
				Title I Title II Title III LCFF
				Title I Title II Title III LCFF
				Title I Title II Title III LCFF

Title I	Title II	Title III	LCFF	SIG	SD/G	Other
1,433			15,000			

Professional Development Plan #4

Each Action and Monitoring Plan requires a separate “Professional Development Plan.”

Strategy:

PVHS Principal, ELS, Parent Liaison, and certificated and classified staff involved in meetings for parents and community will coordinate and communicate all important events around campus in a timely manner to ensure attendance by all interested community members.

Components	Action Steps	Responsibility	Resources	Timeline
Theoretical Understanding	As shown in the results from the TEN parent priorities survey, parents and the community demonstrated a need for transparent and timely communication of all important events and activities that occur on their campus. This action of better coordinating and communicating these events will encourage better attendance and participation from the community.	Principal, Parent Liaison, classified staff	TEN Parent Survey Results	2014 - 2017
Demonstrations	Parent Liason implemented a parent needs survey to gather information on needs for the parents. Principal and classified support staff are coordinating and involving parents in regular community site leadership meetings.	Principal, Parent Liaison, classified staff, parent leadership	TEN Parent Survey Results, Parent Needs Survey Results, Regular Parent Leadership Meeting Minutes, etc.	2014 - 2017
Practice and Feedback	Meetings notes and minutes will be closely analyzed and reviewed so that questions and concerns brought up by the community are addressed and answered in a timely manner.	Principal, Parent Liaison, classified staff, parent leadership		2014 - 2017
On-the-Job Coaching	Principal, Parent Liaison, ELS will provide on going training and coaching to participating parents and community members as needed to support the priorities.	Principal, Parent Liaison, ELS	All training materials related to parent leadership roles.	2014 - 2017

Program Expenditure Summary for Pajaro Valley High School

Total Expenditures in this Plan

Goal 1		Goal 2		Goal 3		Goal 4		Goal 5	
Title I	205,116	Title I	1,432	Title I	16,166	Title I	1,433	Title I	
Title II		Title II		Title II		Title II		Title II	
Title III		Title III		Title III		Title III		Title III	
LCFF		LCFF	128,806	LCFF	12,991	LCFF	15,000	LCFF	
SIG		SIG		SIG		SIG		SIG	
SD/G		SD/G		SD/G		SD/G		SD/G	
Other		Other		Other		Other		Other	

New Allocation		Carryover		Total Allocation with Carryover		Total Expenditures (All Goals)		Balance	
Title I	245,329	Title I		Title I	245,329	Title I	224,147	Title I	21,182
Title II		Title II		Title II		Title II		Title II	0
Title III		Title III		Title III		Title III		Title III	0
LCFF	156,797	LCFF		LCFF	156,797	LCFF	156,797	LCFF	0
SIG		SIG		SIG		SIG		SIG	0
SD/G		SD/G		SD/G		SD/G		SD/G	0
Other		Other		Other		Other		Other	0



Pajaro Valley Unified School District
 School Improvement Plan (SIP)
 Form B: Supplemental Position
 2015 – 2016

Pajaro Valley High School
 School Site

Due November 6, 2015

Title	Brief Description of Duties	FTE	Program
Literacy Coach	SDAIE Instructional Support	0.5	LCFF
Parent Education Specialist	Coordinates parent meetings and workshops: Padres Con Socios & Cara y Corazon. Coordinates parent events and on-site activities	1.0	LCFF
Instructional Support Clerk	Support Students and Parents w/ School Info. Bilingual	.43	LCFF
Technology Coach (Teacher on Special Assignment)	Instructional Technology Support and Prof. Dev. Spring Semester 1:1 TOSA	Fall 0.5 SP 1.0	TITLE I

Due November 6, 2015

Pajaro Valley Unified School District
Budgets and Justifications
For School Improvement Plan (SIP)

2015 - 2016

School: *Pajaro valley High School*

Local District: *P.V.U.S.D.*

Principal: *Alison Niizama*

School Address: *500 Harkins Slough Road* City: *Watsonville*

Area Code
Telephone (*831*) *728-8102*

The school's updated School Improvement Plan (SIP) has been reviewed by the School Site Council and recommended for approval to the Board.

Date approved by the School Site Council: *October 27, 2015* Date approved by District Board of Education: _____

Check each applicable box

Programs

Title I

Schoolwide Program (SWP)

2015 - 2016 Program Improvement

Year 1

Year 2

Year 3

Year 4

Year 5

Year 5+

LCFF Supplemental Concentration

Quality Education Investment Act (QEIA)

Due November 6, 2015

Pajaro Valley Unified School District
School Improvement Plan (SIP)
2015 - 2016

Pajaro Valley High School
School Name

ASSURANCES

The signatures below verify that the School Site Council:

- Sought and considered all recommendations from the following groups or committees before adopting this plan and budget.
(Check those that apply)

English Learners Advisory Committee

Other (list):

- Reviewed annually and updated the **School Improvement Plan** including centralized services and proposed expenditures of funds allocated to the school through the consolidated application.

School Site Council:

Lorena Moran

Type name of chairperson

Lorena Moran

Signature

10/27/15

Date

Principal:

Alisan Niizawa

Type name of principal

Alisan Niizawa

Signature

11/5/15

Date

Check box if SSC is an umbrella group for the ELAC. The minutes for this vote are on file at the school site.

The signatures below verify that the stakeholders have had the opportunity to provide recommendations during the budget-planning process. The signatures do not necessarily indicate approval of the spending plan.

English Learners Advisory Committee (ELAC):

ELAC President, Jorge Moreno

Type name of chairperson

Jorge Moreno

Signature

10-27-2015

Date

Other (list):

Type name

Signature

Date