

The Single Plan for Student Achievement

School: Paloma Valley High School
CDS Code: 33-67207-3330727
District: Perris Union High School District
Principal: Jennifer Thomasian
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Paloma Valley High School's Vision and Mission Statements

At the end of the 2015-16 school year, some teachers and administration wanted to rewrite the Vision, Mission, and Schoolwide Learner Outcomes (SLOs) so the WASC Committee, in conjunction with Link Crew students, worked to create several options for SLOs. These options were given to the staff for a vote. Due to the change in SLOs, the vision and mission statements were also modified. Since the SLOs are still relatively new, we are working on the best way to integrate them into our school culture. The current Vision Statement, Mission Statement, and SLOs are below.

Vision Statement

The vision of Paloma Valley High School is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.

Mission Statement

The mission of Paloma Valley High School is to provide a safe educational environment which develops students to be RESPECTFUL of all individuals and property, OPTIMISTIC about their current and future endeavors, AMBITIOUS about their academic and extracurricular passions and goals, and RESPONSIBLE for their actions, decisions, and accomplishments.

Schoolwide Learner Outcomes

ROAR

Respectful of all individuals and property.

Optimistic about their current and future endeavors.

Ambitious about their academic and extracurricular passion

Responsible for their actions, decisions, and accomplishments.

School Profile

Paloma Valley High School (PVHS) is located in Menifee which is part of southeast Riverside County and opened in 1995 with all four grade levels. PVHS is one of three comprehensive high schools in the Perris Union High School District. Menifee and surrounding areas have seen a lot of growth since the school was built. We currently serve approximately 3,100 students and we continue to grow.

The community surrounding Paloma Valley High School is transitioning from rural to suburban in nature. Large parts of the population commute to Los Angeles County, Orange County, San Diego County, or Riverside County for employment. Since many parents drive outside of the community for employment, it does impact some parents having the time and opportunity to be involved in our school. The economic status of the area has affected not only the enrollment, but also the number of students meeting the requirement for Free or Reduced lunch.

In 1995, our school demographics were predominantly white with a very small Hispanic and African American population and almost no Asian presence. Today, Paloma is home to a growing Hispanic majority with a smaller Caucasian and African American population. The Asian population is small, but also growing. We opened our school with about 1,400 students and then grew to a population of over 3,300 and are presently educating about 3,100 students. We currently have approximately 52% of our students receiving Free and Reduced Lunch. Our English Learner population is relatively small at approximately 7%, but our average RFE population is 13%. There are 342 students in Special Education with IEP's.

PVHS has seven periods a day. We offer a dual enrollment program where students are able to attend college level classes on our campus through Mt. San Jacinto Community College. We work closely with Mt. San Jacinto staff to offer FAFSA trainings for our

parents in the evenings. We also administer placement tests for the community college at our site computer labs. We also offer a variety of AP and honors classes, CTE courses, and pathways.

We have been working to grow the AVID program on campus over the last several years. AVID is a program designed to promote college readiness by providing tutoring, study skill strategies, help with college applications, and encouragement for students to continue their education through four-year colleges. The program has been growing. Our goal is to continue to increase the participation in the program. Our aim is to utilize AVID strategies school-wide in every classroom. We are working hard to increase the number of students eligible to attend four year colleges upon graduation and make sure all students are better prepared for their future careers.

PVHS has worked to ensure that our school and WASC goals coincide and support the district LCAP goals. Teachers and parents have been queried to uncover gaps in our services to students. The School Site Council and the administration have evaluated the Single Plan for Student Achievement and reviewed and updated its goals and action steps.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We have used various methods to compile information from students, parents, and teachers. We have used Google Forms to create surveys to learn parents' views of late buses, tutoring, and how they prefer to be contacted. Using this information we are changing services being offered which includes when and how students access tutoring and the use of late buses for students. We have also altered the method of contacting parents as we learned they prefer email versus auto dialers or social media. We have surveyed students regarding the colleges they prefer. Teachers have given us information regarding the types of training they desire and the types of support they need.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations have been conducted by administrators, teachers, and members of the AVID site team. Administrators conduct classroom walk throughs periodically. During these visits it has been observed that teachers enjoy teaching their content and students are engaged in class. Students appear to be engaged in the PLTW Engineering, Bio-Med classes, and the Automotive pathway. In the AVID classes, the students periodically fill out a WICOR Stars form to share strategies that teachers are using in their classes. While several steps have been taken, there is still a need to increase a college-going culture on campus. Many classrooms have a-g requirement posters and a sign in the window indicating which a-g category the class meets. There are many college posters, pennants, and other college materials posted in classrooms. We have started to implement a more formal teacher with teacher observation process which we implemented in the 2017-18 school year. Teachers were encouraged to visit peer teachers to enhance styles and strategies. Substitutes are provided to any teacher who requested this option.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of

categorical programs.

Standards, Assessment, and Accountability

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

There are regularly scheduled benchmarks or assessments given every six weeks in English, social science, and science classes. Math classes offer benchmarks every three or six weeks depending on the course. For example, Algebra and Algebra 2 give benchmark exams every 6, 12, and 18 weeks while Geometry gives a midterm and end of semester exam. The world language department has regularly scheduled test and quizzes. The results of these are shared during PLC time.

During PLC time, these standards based assessments are supposed to be used to inform instruction and focus student learning on mastering the standards. Some teachers have become very strong at providing assessments and adjusting their lesson plans based on student performance on benchmarks. Teachers also have collaboration time every Friday where they can meet to discuss assessments and plan lessons with their colleagues.

Based on the results of standards based assessments, several departments also collaborate and discuss “best practices”.

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

During PLC time, standards based assessments are used to inform instruction and focus student learning on mastering the standards. Some departments look at D and F rates on assessments, progress report, and at semester grades.

Some teachers have been trained on how to use data from curriculum-embedded assessments in order to modify instruction. While many teachers and departments analyze data to guide instruction on a regular basis during PLC time, it is not a consistent practice. Some teachers have attended PLC trainings and most of the department chairs have been trained in PLC meetings. How to use data to modify instruction is an ongoing conversation between administration, department chairs, and teachers.

Staffing and Professional Development

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

There are multiple staff development opportunities at both the site and district level. There are periodic site-based professional development opportunities during the Friday collaboration time. There are four professional development days at the beginning of each school year. During two of these days, teachers from all sites meet together for professional development. This has provided multiple new professional development training for the staff. Much of the training offered those days focuses on technology in the classroom. There are also trainings on things such as the SBAC, classroom management, and other topics that relate to best practices. The other two inservice days are at the site. There is usually informational meetings, updates about special programs, reviewing procedures, highlighting areas needing attention, and a review of our testing data. The district has also facilitated training and preparation for SBAC testing.

Continued and ongoing training is needed in some areas such as using PLC effectively, implementation of Common Core Strategies, and technology.

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

PVHS has a full time Technology TOSA who helps teachers with their technology needs and instructional practices. There are several site and district based professional development opportunities for teachers to attend. Several teachers have been trained in AVID strategies and more teachers will be trained this summer at the AVID Institute.

Teaching and Learning

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All departments on our campus are working continuously to ensure that curriculum, instruction, and materials are aligned with standards. This is done using a variety of methods, including department and subject area committees updating course outlines, working with the district office, and teacher collaboration through PLC time and Friday collaboration time.

The administration continues making periodic "walk throughs" in classrooms, monitoring the content and standards being taught. Teachers continue to have PLC and collaboration time where some discuss teaching the same standards at approximately the same pace. Additionally, some teachers discuss ways to prepare students for upcoming benchmark exams, finals, and SBAC testing. Some departments discuss "best practices" that they use in specific lessons during PLC or collaboration time.

With Common Core Standards and SBAC testing, there were curriculum committees formed at the district level which offered all teachers the opportunity to participate. The committees worked to examine the changes to the curriculum and have written a template for teachers to implement. There have been many trainings offered for ELA and math teachers in regards to the Common Core and SBAC.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All courses use standards based instructional materials. The adoption cycle was followed to ensure that we have the most up to date materials for each department, however textbook adoptions have been frozen for several years. Paloma Valley and the Perris Union High School District adopted and implemented new textbooks for English in the 2010-2011 school year. Our math department had the first full year of implementation of their new textbook in the 2017-18 school year. The World Language Department adopted a new textbook for Spanish in the 2016-17 school year. The English department uses Keystone and Read 180 for our Intensive Intervention classes. The ELD classes began implementing a new textbook and curriculum called EDGE. Chromebooks have been issued to every single student to allow for access to technology and student engagement. Using the Chromebooks will also familiarize the students with the instrument they will be using for taking the CAASPP. Staff continues to re-calibrate curriculum to meet Common Core Standards.

7. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Currently, our instructional materials are SBE adopted and standards-aligned in both the intervention and core courses. With the Common Core Standards, we will continue to use our current instructional materials and adapt them to meet Common Core Standards. By utilizing existing district adopted texts, visual media, and pacing guides, some teachers will use AVID strategies and project based learning. This delivery method will help teachers promote Common Core State Standards campus-wide.

Opportunity and Equal Educational Access

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

Additional support classes have been implemented for underperforming students. Student placement has been closely monitored and is constantly being readjusted to ensure that all students get the academic support they need. Students have been placed into classes based primarily on their state test scores. However, counselors, teachers, and administrators look at student scores on the placement tests, ELPAC, and grades in classes. We also offer after school tutoring for all students. Many teachers offer before and after school tutoring in their classrooms for students who are struggling. The district LCAP helps support class size reduction in ELD classes. In addition to a full continuum of special education services we offer Intro to Algebra for students not ready for Algebra standards yet. We also offer Reading Intervention for students multiple grade levels below in reading, and we offer academic English blocks to our English learners. We offer a general support to 10th grade students struggling in all areas called Study Skills. It functions as a type of home room and academic coaching period. We also offer Credit Recovery using Plato, an online program, in English, math, science, history, and Spanish.

9. Research-based educational practices to raise student achievement

Teachers at PVHS use a variety of research-based educational practices to raise student achievement. Many teachers are trained in AVID and use these strategies in their classrooms. Teachers have had the option to attend AVID training during the summer for several years. Many teachers attend the AVID Summer Institute and participate in the AVID site team. By utilizing PBIS, we will endeavor to create new strategies to keep students in the classroom rather than being sent out for disciplinary reasons. Teachers will continue to be trained in internet based tools that will enhance understanding in the classroom.

Parental Involvement

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

Paloma Valley provides free after school tutoring for any student who needs assistance. Many teachers provide tutoring for students before and after school. The district has academic coaches who provide services to schools when requested or needed and there is a full time Technology TOSA at PVHS.

11. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PVHS has several programs that involve stakeholders. Currently, parents are involved in English Language Advisory Committee, School Site Council, Parent Engagement Leadership Initiative, and African American Parent Advisory Committee. These parent committees have been instrumental in determining goals and direction for the school. Students have been involved in regular meetings of the Student Administration Leadership Team (SALT) where school issues and goals are discussed. Students, teachers, and other staff members are also involved in the School Site Council and the WASC committees. In addition, counseling has multiple meetings during the year to communicate with parents of incoming ninth grade students. Counseling has also met with tenth grade at risk student and parents outlining an academic plan that would put the students on track to graduate. Counselors also met with juniors, seniors, and parents who are at risk to explain academic options to them. We are always looking for additional ways to increase parental involvement on campus. Counseling has offered workshops for parents about Financial Literacy and paying for college. We also presented about college apps and the process. In addition we hold FAFSA workshops partnered with MSJC this year to help parents through that process.

Funding

12. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

There are a variety of services provided by categorical funds to enable under performing students to meet standards. There is a full time Technology Coach on campus. There has been staff development time provided through Friday collaboration days and PLC time to help teachers focus on instruction and best practices. There has been some release time this year for collaboration, support planning, curriculum and lesson planning, and AVID strategies. There is after school tutoring Monday through Thursday for math, English, science, and world language. We have also introduced a Study Skills class for under performing 10th to 12th graders and a Freshmen Foundation class for all freshmen.

13. Fiscal support (EPC)

Paloma Valley provides site funds to support the base academic program for all students.

Description of Barriers and Related School Goals

After our WASC visit, we have more clearly identified our barriers to student success and created an action plan to address those barriers. Our school goals listed below align with the district goals and integrate the critical areas of follow up left by the WASC visiting committee.

Goal # 1: Continue to develop common assessments (formative and summative) in order to collect, analyze, and use weekly student data in PLC meetings to drive instruction and guide reteaching to ensure mastery of essential standards.

Goal # 2: Prepare students for post-secondary endeavors by increasing the graduation rate, increasing a-g completion, and improving scores on the SBAC and CELDT exams while preparing students for the upcoming California Science Test (CAST) with a focus on relevant subgroups.

Goal # 3: Provide an innovative school culture which increases the involvement of all stakeholders and focuses on real world experiences and college and career readiness.

Goal # 4: Promote and implement strategies to improve digital literacy and help students become global problem solvers.

Goal # 5: Improve student-centered instructional strategies, response to intervention, and checking for understanding by using depth of knowledge levels 3 and 4.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	692	664	716	659	641	695	654	640	694	95.2	96.5	97.1
All Grades	692	664	716	659	641	695	654	640	694	95.2	96.5	97.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2619.9	2593.3	2609.1	29	22	27.09	38	37	35.88	20	21	21.47	11	20	15.56
All Grades	N/A	N/A	N/A	29	22	27.09	38	37	35.88	20	21	21.47	11	20	15.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	37	25	33.14	49	54	47.55	13	22	19.31
All Grades	37	25	33.14	49	54	47.55	13	22	19.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	34	38.33	44	45	41.79	12	21	19.88
All Grades	43	34	38.33	44	45	41.79	12	21	19.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	23	26.95	65	61	59.65	12	16	13.40
All Grades	22	23	26.95	65	61	59.65	12	16	13.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	37	30	37.90	52	53	46.83	10	17	15.27
All Grades	37	30	37.90	52	53	46.83	10	17	15.27

Conclusions based on this data:

1. ELA scores are increasing overall.
2. The percentage of students above the standard in research and inquiry has increased by almost 8%.
3. The percentage of students above the standard in reading and has increased by just over 8%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	692	664	716	649	643	698	644	643	698	93.8	96.5	97.5
All Grades	692	664	716	649	643	698	644	643	698	93.8	96.5	97.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2558.5	2568.1	2555.2	6	6	5.87	21	26	18.34	31	30	33.09	41	39	42.69
All Grades	N/A	N/A	N/A	6	6	5.87	21	26	18.34	31	30	33.09	41	39	42.69

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	16	15	14.76	41	42	34.38	43	43	50.86	
All Grades	16	15	14.76	41	42	34.38	43	43	50.86	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	9	11	8.60	56	59	48.57	34	30	42.84
All Grades	9	11	8.60	56	59	48.57	34	30	42.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	12	7.59	63	65	61.75	27	23	30.66
All Grades	11	12	7.59	63	65	61.75	27	23	30.66

Conclusions based on this data:

1. There was an increase in the percentage of students performing below the standard in every category.

2. Students continue to struggle with Concepts and Procedures. 50% are below the standard which is an increase from the previous years.
3. 61% of students are at or near the standard in communicating reasoning, which is the strongest section out of the three.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	14	8	11	34	51	55	45	27	23	7	10	9		4	2
10	18	3	11	53	52	53	20	40	23	8	5	6	3		6
11	23	9	24	38	32	40	28	32	29	8	18	7	3	9	
12	30		4	30	53	57	22	29	9	15	12	22	4	6	9
Total	20	5	14	39	49	50	31	33	23	9	10	9	2	3	4

Conclusions based on this data:

1. There is an increase in the number of intermediate level students from the 2015-16 to 2016-17 school year.
2. We continue to have only a few students (4 in the 2016-17 school year) at the beginning level.
3. Over the last two years, the number of advanced has decreased from 20, to 5, and then to 14.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	14	11	13	35	51	52	42	25	19	7	9	7	1	4	9
10	19	3	12	44	51	49	15	41	21	7	5	8	15		10
11	24	8	26	34	33	39	22	29	27	10	17	6	10	13	2
12	29	11	7	29	47	61	24	26	7	12	11	18	6	5	7
Total	20	8	16	36	48	48	27	32	20	9	9	9	8	4	7

Conclusions based on this data:

1. The number of students at the intermediate level has decreased from 32 to 20 in the 2016-17 school year.
2. There has been little change in the early intermediate and beginning levels over the last three years.
3. The number of advanced students had a large drop in the 2015-16 school year and then rose to 16 in the 2016-17 school year.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Student Proficiency
LEA GOAL:
All students will attain proficiency in English Language Arts and math.
SCHOOL GOAL #1:
PVHS will attain proficiency in all academic areas and increase the percentage of students scoring proficient in English by 5% and the percentage of students scoring proficient in math by 10% on the CAASPP. PVHS will lower the D/F rate by 3%. PVHS will continue to improve comprehensive assessments. PVHS will continue to use data, assessments, and teacher recommendations to place students appropriately.
Data Used to Form this Goal:
SBAC data, AMAO, English learner reclassification data
Findings from the Analysis of this Data:
Many students are failing key classes in math and science. We need to improve reclassification rates. We need to develop further interventions in classes with a high failure rate. We need an EL team/track of teachers. We need to increase the use of data in PLC meetings to guide instruction. We need to improve checks for understanding in the classroom. We need to utilize student-centered instructional strategies at a depth of knowledge level 4. We need to increase the use of common formative assessments. We need to improve Response to Intervention and embed it with authentic checking for understanding by all staff by using research-based strategies at DOK levels 3 and 4. We need to support students in Algebra I.
How the School will Evaluate the Progress of this Goal:
Compare data from this year to next year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselors and staff will work with middle schools to educate students about high school requirements.	August 2018 to June 2019	Counseling	Mileage	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200
			Bus to bring 8th grade students to PVHS for a visit.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,000
Provide ELPAC training and boot camps for students to increase proficiency.	August 2018 to June 2019	Administration, ELD lead	Materials and supplies for bootcamp	4000-4999: Books And Supplies	LCFF - Supplemental	100
Provide after school tutoring and credit recovery opportunities for students in order to help them achieve proficiency.	August 2018 to June 2019	Administration	After school tutoring. Two teachers or other tutor per day @ \$54/day for 30 weeks for 4 days a week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,000
Provide an instruction math coach to help teachers in math with instructional strategies.	August 2018 to June 2019	Administration	2 Release periods for a math teacher to be an instructional coach.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve instructional strategies in the classroom to help low performing and struggling students meet a-g requirements, increase class pass rates, and prepare for Common Core and CAASPP.	August 2018 to June 2019	Administration	Teacher Walk Throughs 20 subs @ \$150	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000
			Interactive Notebooks	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Technological devices or programs to improve instruction in the classroom	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Trainings for teachers to improve instructional strategies.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,500
			Conferences for teachers to improve instructional strategies, checks for understandings, etc.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
			Materials and supplies for trainings	4000-4999: Books And Supplies	LCFF - Supplemental	594
			Additional materials and supplies for teachers to use in the classroom to improve instructional strategies, including, but not limited to supplies such as white boards.	4000-4999: Books And Supplies	LCFF - Supplemental	1,400
Academic field trips to support and enhance academic content.	August 2018 to June 2019	Administration and staff	Buses for fieldtrips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500
			Sub coverage for teachers for fieldtrips	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	750
			Entrance fees for field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for teachers to plan or co-plan strategies to help students in the classroom.	August 2018 to June 2019	Administration and staff	Sub coverage for teachers (7 subs @ \$150 a day)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,050
Incentives for students for academic performance and improvement in academic performance.	August 2018 to June 2019	Administration and staff	Incentives including, but not limited to, spirit gear for students with high or improved academic performance.	4000-4999: Books And Supplies	LCFF - Supplemental	500
Class size reduction in Introduction to Algebra and Algebra I Support.	August 2018 to June 2019	Administration	One additional section @ \$18,000.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,000
Implement teacher-developed common formative assessments (in addition to district benchmarks) to be utilized in the weekly PLCs to focus on data-driven decision-making to ensure student mastery of content standards.	August 2018 to June 2019	Leadership Team	Trainings or conferences for PLC meetings	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000
			Sub coverage for 10 teachers @ \$150 a day for teachers to collaborate, plan, and/or create common formative assessments or for teachers to attend PLC trainings.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500
			Materials and supplies for the classroom to aid in planning, preparing, and implementing common formative assessments and improve PLC meetings.	4000-4999: Books And Supplies	LCFF - Supplemental	400
Use data to drive instruction and reteach to ensure mastery of essential standards.	August 2018 to June 2019	Leadership team, teachers	Release time for teachers to meet and discuss data, 8 subs @ \$150.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Embed Response to Intervention with authentic checking for understanding by utilizing research-based strategies at DOK levels 3 and 4.	August 2018 to June 2019	Leadership team, teachers	Trainings or conferences for Response to Intervention and checks for understanding.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
			Sub coverage for 8 teachers @ \$150 a day for teachers to collaborate on Response to Intervention and checks for understanding	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,200
			Materials and supplies for the classroom to aid in planning, preparing, and implementing Response to Intervention and checks for understanding	4000-4999: Books And Supplies	LCFF - Supplemental	400
Properly train peer tutors to aid students in the classroom.	August 2018 to June 2019	Leadership team	Release time for teachers to train peer tutors, 5 teachers for 1 day at \$150 a day	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	750

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Post-Secondary and Career Options
LEA GOAL:
All students will graduate from high school prepared for post-secondary and career options.
SCHOOL GOAL #2:
PVHS will increase the graduation rate by 1%. PVHS will increase a-g completion rate by 5%. PVHS will work to increase enrollment African American students in Dual Enrollment and AP classes by 5%. PVHS will have 50+% of seniors meeting a-g requirements. PVHS will increase AVID participants by 10%. PVHS will prepare students for college algebra courses.
Data Used to Form this Goal:
Graduation rate, dropout rate, a-g completion, dual enrollment participation, CTE data, AVID data, AP enrollment and scores, Dual Enrollment participation rates, EAP scores, FAFSA completion
Findings from the Analysis of this Data:
Graduation rate decreased from 96.1% to 94.8%. A-G completion rate has increased from 35.1% in 2016 to 42.7% in 2017. Rate of increased participation for African American students in Dual Enrollment and AP courses in not as significant as the overall population.
How the School will Evaluate the Progress of this Goal:
Continue to evaluate the data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and test preparation options to educate and prepare students for college and career readiness.	August 2018 to June 2019	Administration	SAT and ACT test preparation sessions on campus (2 days for 1 hour each at \$54/ hour).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108
			AP test preparation sessions on campus (2 days for 1 hour at \$54/ hour).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	108
			Release time for teacher to plan test preparation sessions for students (1 subs @ \$150 a day).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	150
			Materials and supplies for test preparation sessions.	4000-4999: Books And Supplies	LCFF - Supplemental	50
			Materials and supplies for classes to support student achievement.	4000-4999: Books And Supplies	LCFF - Supplemental	400
Create a new college and career center to expand access for students.	August 2018 to June 2019	Administration	Reorganize the administration office space to build and create a college and career center including, but not limited to, furniture, structural changes, and equipment.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000
			Materials and supplies for college and career center.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
Expand the AVID program to provide opportunities for students and help make them college and career ready.	August 2018 to June 2019	Administration	Teacher and student incentives and supplies to support AVID school wide in the classroom.	4000-4999: Books And Supplies	LCFF - Supplemental	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide college readiness activities and events for students in order to increase a college going culture on campus.	August 2018 to June 2019	Administration, teachers, counselors	T-shirts or other incentives for students who complete FAFSA	4000-4999: Books And Supplies	LCFF - Supplemental	4,000
			College Pennants	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Buses for college and career field trips for non-AVID students	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
			Sub coverage for teachers during non-AVID college or career field trips.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	750
			Guest speakers to represent colleges and careers.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	400
			Lunch for College and Career Day presenters	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000
Printed materials to promote school culture, climate, and the new SLOs.	August 2018 to June 2019	Leadership team	Materials and supplies	4000-4999: Books And Supplies	LCFF - Supplemental	750
			Light snacks for culture building events	4000-4999: Books And Supplies	LCFF - Supplemental	500
Continue to provide materials and support for the Makerspace.	August 2018 to June 2019	Administration	Material and supplies	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Hourly pay @ \$54 an hour for 10 days	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	540

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Safe and Positive Learning Environment
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students.
SCHOOL GOAL #3:
50% of students will be aware of the Student Learner Outcomes. Improve our score for student connectedness on the California Healthy Kids Survey to 90% or better. PVHS will increase the number of students participating in a positive manner on campus (clubs, sports, etc) by 5%. PVHS will reduce the number of discipline referrals by 5%. PVHS will increase parental and community involvement on campus by 5%. PVHS will increase the staff involvement on campus.
Data Used to Form this Goal:
Discipline data, suspensions, expulsions, attendance
Findings from the Analysis of this Data:
Overall, we have had a downward trend in suspension and expulsion rates. Discipline continues to disproportionately affect male students and students of color although we are making some progress. Attendance rate has been relatively consistent.
How the School will Evaluate the Progress of this Goal:
Continue to monitor data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incentives and rewards for students who participate in a positive manner in school related activities, who have good attendance, students who show academic improvement, and students who exemplify our Schoolwide Learner Outcomes (SLOs).	August 2018 to June 2019	Administration, teachers, campus supervisors, support staff	PVHS spirit gear	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000
			Other incentives	4000-4999: Books And Supplies	LCFF - Supplemental	500
Incentives and rewards for staff who participate in a positive manner in school related activities and exemplify our vision and mission.	August 2018 to June 2019	Administration, teachers, campus supervisors, support staff	Release time to plan reward program (2 subs at \$150 a day)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
			Incentives and rewards for staff	4000-4999: Books And Supplies	LCFF - Supplemental	750
Logistical support items for school activities.	August 2018 to June 2019	Administration	Radios, signage, and other logistical support items	4000-4999: Books And Supplies	LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development and student activities to build a positive school culture and climate.	August 2018 to June 2019	Administration, Link Crew, and PLUS advisors	Material, supplies, and t-shirts for Link and PLUS	4000-4999: Books And Supplies	LCFF - Supplemental	6,000
			Materials and supplies for school climate and culture building activities	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Link Crew student conference	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
			Release time for teachers to plan and implement school climate and culture activities	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
			Motivational speakers	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500
			Money for teacher to attend CADA leadership training conference	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500
			Materials, supplies, and light snacks for Link Crew training during summer.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Link Crew incentive trip	4000-4999: Books And Supplies	LCFF - Supplemental	3,500
			Sub Coverage for incentive trip. 2 subs @ \$150 a day.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
			Buses for incentive trip	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide library resources to provide a safe and supportive space for students.	August 2018 to June 2019	Librarian	Materials and supplies for the library	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Storage space for textbook in order to open up more useable floor space in the library that students can use	4000-4999: Books And Supplies	LCFF - Supplemental	4,000
Improve school culture throughout the campus.	August 2018 to June 2019	All staff	Materials and supplies to increase positive visual representations of school culture throughout the campus.	4000-4999: Books And Supplies	LCFF - Supplemental	8,300
CADA School Membership to train and provide resources for teachers to work with students on school culture.	August 2018 to June 2019	ASB Director	CADA school membership renewal for 3 teachers.	4000-4999: Books And Supplies	LCFF - Supplemental	250
Manage the SPSA needs over summer to ensure that the necessary staff members know the amount of funds available to their program.	June and August 2018	Administration	4 hours of work @ \$50/hour	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	200

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: School Community Involvement
LEA GOAL:
<p>4a. Establish family friendly volunteer policies to recruit and organize help and support from parents.</p> <p>4b. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.</p> <p>4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p> <p>4d. Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.</p>
SCHOOL GOAL #4:
<p>Secure and strengthen home-school-community connections and communications.</p> <p>Increase parental participation by 5% in committees and at school events such as Open House and Back to School Night.</p>
Data Used to Form this Goal:
Surveys at the beginning and end of the school year. Attendance at parent events.
Findings from the Analysis of this Data:
We need to increase parental involvement on campus.
How the School will Evaluate the Progress of this Goal:
<p>Surveys for parents, students, and staff</p> <p>Attendance at school events</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318(c)(1))			Does not apply to PVHS			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))			Does not apply to PVHS			
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))			Does not apply to PVHS			
D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).)			Does not apply to PVHS			
E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B))	August 2018 to June 2019	Administration, community liaison	Light snacks for Coffee with the Principal	4000-4999: Books And Supplies	LCFF - Supplemental	50
			Materials, supplies, and incentives for parent seminars and trainings	4000-4999: Books And Supplies	LCFF - Supplemental	150
			Hourly rate for community liaison to host after school trainings: 5 hours @ \$30/ hour	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	150
F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C))	August 2018 to June 2019	Administration, community liaison	Light snacks for Coffee with the Principal	4000-4999: Books And Supplies	LCFF - Supplemental	50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Building Capacity: A. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1))	August 2018 to June 2019	Administration, community liaison	Materials, supplies, and incentives for parent workshops	4000-4999: Books And Supplies	LCFF - Supplemental	150
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))	August 2018 to June 2019	Administration, community liaison	Materials, supplies, and incentives for parent workshops	4000-4999: Books And Supplies	LCFF - Supplemental	150
C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3))	August 2018 to June 2019	Administration, community liaison	Light snacks for meetings Release time for planning or hosting events: 4 hours @ \$50 an hour.	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	LCFF - Supplemental LCFF - Supplemental	200 200
D. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4))	August 2018 to June 2019	Administration, community liaison	Materials, supplies, and incentives for parent workshops	4000-4999: Books And Supplies	LCFF - Supplemental	100
E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5))	August 2018 to June 2019	Administration, community liaison	Online postings, email, and phone dialer notifications			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14))	August 2018 to June 2019	Administration, community liaison	Materials, supplies, and incentives for parent meetings	4000-4999: Books And Supplies	LCFF - Supplemental	150
G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)	August 2018 to June 2019	Administration, community liaison	Materials, supplies, and incentives for parent communication	4000-4999: Books And Supplies	LCFF - Supplemental	50
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	August 2018 to June 2019	Administration, community liaison	Materials, supplies, and incentives for parent meetings	4000-4999: Books And Supplies	LCFF - Supplemental	200

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79,406.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	150.00
4000-4999: Books And Supplies	LCFF - Supplemental	51,644.00
5000-5999: Services And Other Operating	LCFF - Supplemental	37,800.00
5800: Professional/Consulting Services And	LCFF - Supplemental	500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	169,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	79,406.00
2000-2999: Classified Personnel Salaries	150.00
4000-4999: Books And Supplies	51,644.00
5000-5999: Services And Other Operating Expenditures	37,800.00
5800: Professional/Consulting Services And Operating	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,044.00
Goal 2	32,256.00
Goal 3	34,600.00
Goal 4	1,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Thomasian	X				
Alice Kelly			X		
Marisa Billions		X			
Matthew Davis		X			
Daniel Ruiz		X			
Jennifer Sides				X	
Marysol Rodriguez				X	
Nancy Spence				X	
Ivan Lumba			X		
Student #1					X
Student #2					X
Student #3					X
Numbers of members of each category:	1	3	2	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 21, 2018.

Attested:

Jennifer Thomasian

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date