School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paloma Valley High School	33-67207-3330727	May 18, 2022	June 15, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Paloma Valley High School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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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. When needed, we conduct surveys for staff as well to better understand their needs. 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 and teachers (although far less were conducted during distance learning). 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. 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.

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

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".

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. There is a district provided PLC form that departments use to input and discuss information during the PLC time. 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

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

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.

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

PUHSD has two full time Technology TOSAs who rotate among each site during the week and help 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.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

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.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

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 were frozen for several years. Paloma Valley and the Perris Union High School District adopted and implemented new textbooks for English in the 2021 for 9th and 10th grade. The 11th and 12th grade English classes use the Expository Reading and Writing Curriculum. 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 2016-17 and French in the 2019-20 school year. The English department uses Keystone and Read 180 for our Intensive Intervention classes. The ELD classes use a 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.

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

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.

Evidence-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 Engagement

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 are two a full time Technology Coaches at PUHSD who visit Paloma weekly.

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

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 are two full time Technology Coaches who visit PVHS weekly. There is 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 to12th graders and a Freshmen Foundation class for all freshmen.

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed and approved by the the School Site Council (SSC) and the school board annually. The SSC typically 2-3 times per semester to monitor, discuss, and modify the SPSA. The creation of the SPSA for a school year typically begins 2nd semester of the year before. When creating a new SPSA plan, stakeholders are involved. The district office works with administration in reviewing data for the school year and the school needs. As a result of this process, the administration team creates Google Slides for each district goal to share with stakeholders. Typically, when these presentations are shared with stakeholders, discussions take place and ideas are shared for how to address our needs for the following year. These ideas are then used by the program lead when creating the SPSA for the following school year. Parents, the leadership team,

and SSC all submit input on how to address the needs of our students and these are included in the SPSA. The drafts are shared with SSC and the final draft is approved by SSC in May and goes to the School Board for approval in June.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not Applicable

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
Student Enrollment by Subgroup						
Student Group	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.38%	0.5%	%	12	15	
African American	5.2%	5.4%	%	165	180	
Asian	2.33%	2.4%	%	74	78	
Filipino	5.39%	5.1%	%	171	169	
Hispanic/Latino	48.52%	50.7%	%	1,540	1,678	
Pacific Islander	0.63%	0.4%	%	20	13	
White	30.31%	28.0%	%	962	928	
Multiple/No Response	0.16%	7.5%	%	225	247	
			Total Enrollment	3,174	3,311	

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
Student Enrollment by Grade Level			
Grade	19-20	20-21	21-22
Grade 9	889	933	
Grade 10	812	882	
Grade 11	791	752	
Grade 12	682	744	
Total Enrollment	3,174	3,311	

Student Enrollment
Enrollment By Grade Level

Conclusions based on this data:

1. The enrollment at PVHS has increased.

2. Student enrollment by subgroup has remained consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	207	166	170	6.6%	5.2%	5.1%
Fluent English Proficient (FEP)	560	602	621	17.8%	19.0%	18.8%
Reclassified Fluent English Proficient (RFEP)	11	29	5	5.3%	14.0%	3.0%

Conclusions based on this data:

1. The percentage of RFEP students decreased in the 20-21 school year.

2. The number of English learners increased in the 20-21 school year.

3. The percentage of FEP students stayed almost the same in the 20-21 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	739	693	727	711	664	470	711	664	465	96.2	95.8	64.6
All Grades	739	693	727	711	664	470	711	664	465	96.2	95.8	64.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2612.	2636.	2630.	27.99	36.90	35.70	38.68	36.90	33.76	18.85	16.11	17.42	14.49	10.09	13.12
All Grades	N/A	N/A	N/A	27.99	36.90	35.70	38.68	36.90	33.76	18.85	16.11	17.42	14.49	10.09	13.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	33.76	41.42	33.99	49.09	43.52	53.81	17.16	15.06	12.20
All Grades	33.76	41.42	33.99	49.09	43.52	53.81	17.16	15.06	12.20

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38.26	47.29	39.82	43.74	43.07	45.51	18.00	9.64	14.66
All Grades	38.26	47.29	39.82	43.74	43.07	45.51	18.00	9.64	14.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.50	28.92	15.00	66.10	61.75	76.74	11.39	9.34	8.26
All Grades	22.50	28.92	15.00	66.10	61.75	76.74	11.39	9.34	8.26

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	41.21	45.18	39.39	45.43	44.43	53.25	13.36	10.39	7.36
All Grades	41.21	45.18	39.39	45.43	44.43	53.25	13.36	10.39	7.36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to Covid, the participation rate on was much lower in the 20-21 school year.

2. The percentage of students reading at or near the standard improved in the 20-21 school year.

3. The mean scale score for the 20-21 school year was only slightly below the score from 2018-19.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	739	693	727	717	675	438	717	674	432	97	97.4	60.2
All Grades	739	693	727	717	675	438	717	674	432	97	97.4	60.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2560.	2585.	2595.	5.86	12.02	13.66	21.20	25.82	26.85	30.96	28.19	27.78	41.98	33.98	31.71
All Grades	N/A	N/A	N/A	5.86	12.02	13.66	21.20	25.82	26.85	30.96	28.19	27.78	41.98	33.98	31.71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.08	23.44	25.00	34.64	33.09	50.93	50.28	43.47	24.07
All Grades	15.08	23.44	25.00	34.64	33.09	50.93	50.28	43.47	24.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.92	20.62	12.73	51.12	50.30	64.58	38.97	29.08	22.69
All Grades	9.92	20.62	12.73	51.12	50.30	64.58	38.97	29.08	22.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.51	16.17	14.35	62.48	61.72	66.44	29.01	22.11	19.21
All Grades	8.51	16.17	14.35	62.48	61.72	66.44	29.01	22.11	19.21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The participation rate in the 2020-21 school year was far lower than previous years due to Covid.

2. The overall mean scale score in math was higher in the 20-21 school year than the 18-19 school year.

3. There was a large increase oof percentage of students at or near the standard in Concepts and Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1569.8	1565.2	1544.9	1589.9	1578.3	1555.9	1549.2	1551.5	1533.4	46	45	41
10	1570.3	1565.0	1547.9	1571.5	1580.3	1544.5	1568.8	1549.2	1550.7	38	44	48
11	1598.2	1557.7	1529.2	1611.1	1552.7	1531.3	1584.9	1562.1	1526.7	58	30	42
12	1578.3	1577.7	1551.8	1582.9	1585.5	1546.9	1573.1	1569.4	1556.0	39	33	19
All Grades										181	152	150

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	41.30	17.78	13.51	23.91	42.22	35.14	*	35.56	40.54	*	4.44	10.81	46	45	37
10	47.37	34.09	17.02	*	20.45	40.43	*	22.73	27.66	*	22.73	14.89	38	44	47
11	53.45	26.67	22.50	29.31	23.33	20.00	*	20.00	25.00	*	30.00	32.50	58	30	40
12	35.90	21.21	11.76	41.03	27.27	29.41	*	45.45	35.29		6.06	23.53	39	33	17
All Grades	45.30	25.00	17.02	28.73	28.95	31.91	16.57	30.92	31.21	9.39	15.13	19.86	181	152	141

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	60.87	42.22	35.14	*	31.11	40.54	*	24.44	18.92	*	2.22	5.41	46	45	37
10	63.16	45.45	36.17	*	18.18	27.66	*	18.18	23.40	*	18.18	12.77	38	44	47
11	75.86	40.00	35.00	*	23.33	25.00	*	6.67	17.50	*	30.00	22.50	58	30	40
12	58.97	24.24	23.53	38.46	60.61	47.06	*	12.12	17.65		3.03	11.76	39	33	17
All Grades	65.75	38.82	34.04	20.99	32.24	32.62	8.84	16.45	19.86	*	12.50	13.48	181	152	141

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	4.44	2.70	28.26	17.78	24.32	23.91	60.00	37.84	32.61	17.78	35.14	46	45	37
10	*	6.82	14.89	28.95	22.73	21.28	*	43.18	31.91	*	27.27	31.91	38	44	47
11	20.69	10.00	7.50	41.38	20.00	17.50	25.86	33.33	22.50	*	36.67	52.50	58	30	40
12	*	6.06	11.76	*	27.27	11.76	28.21	48.48	35.29	*	18.18	41.18	39	33	17
All Grades	19.89	6.58	9.22	32.04	21.71	19.86	24.86	47.37	31.21	23.20	24.34	39.72	181	152	141

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	47.83	11.11	10.81	36.96	75.56	75.68	*	13.33	13.51	46	45	37
10	55.26	22.73	8.51	*	50.00	68.09	*	27.27	23.40	38	44	47
11	53.45	10.00	2.50	32.76	60.00	60.00	*	30.00	37.50	58	30	40
12	41.03	12.12	0.00	43.59	63.64	62.50	*	24.24	37.50	39	33	16
All Grades	49.72	14.47	6.43	34.81	62.50	67.14	15.47	23.03	26.43	181	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	76.09	82.22	78.38	*	15.56	18.92	*	2.22	2.70	46	45	37
10	68.42	70.45	65.96	*	13.64	23.40	*	15.91	10.64	38	44	47
11	87.93	66.67	64.10	*	6.67	20.51	*	26.67	15.38	58	30	39
12	92.31	87.88	68.75	*	9.09	25.00		3.03	6.25	39	33	16
All Grades	81.77	76.97	69.06	13.81	11.84	21.58	*	11.18	9.35	181	152	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	4.44	13.51	39.13	64.44	48.65	47.83	31.11	37.84	46	45	37
10	*	18.18	17.02	42.11	47.73	44.68	34.21	34.09	38.30	38	44	47
11	25.86	13.33	10.00	50.00	50.00	37.50	24.14	36.67	52.50	58	30	40
12	*	9.09	11.76	53.85	57.58	41.18	35.90	33.33	47.06	39	33	17
All Grades	18.78	11.18	13.48	46.41	55.26	43.26	34.81	33.55	43.26	181	152	141

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	26.09	2.22	0.00	54.35	86.67	75.68	*	11.11	24.32	46	45	37
10	31.58	9.09	4.26	60.53	70.45	82.98	*	20.45	12.77	38	44	47
11	44.83	10.00	15.79	44.83	70.00	60.53	*	20.00	23.68	58	30	38
12	30.77	6.06	29.41	69.23	84.85	41.18		9.09	29.41	39	33	17
All Grades	34.25	6.58	9.35	55.80	78.29	69.78	9.94	15.13	20.86	181	152	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is a decrease number of students tested in the 2020-21 school year, most likely due to Covid.

2. The number of students at level 1 in Listening is increasing.

3. The number of students at level 1 in Written Language is increasing.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3311	**59.4**	**5.1**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	170	5.1
Foster Youth	31	0.9
Homeless	115	3.5
Socioeconomically Disadvantaged	1966	59.4
Students with Disabilities	437	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	180	5.4
American Indian or Alaska Native	15	0.5
Asian	78	2.4
Filipino	169	5.1
Hispanic	1678	50.7
Two or More Races	247	7.5
Native Hawaiian or Pacific Islander	13	0.4
White	928	28.0

Conclusions based on this data:

1. We have a large population of socioeconomically disadvantaged students.

2. 3.5% of the student population is homeless.

3. Students with disabilities has increased to 13.2% of the student population, which is a large portion of our student population.

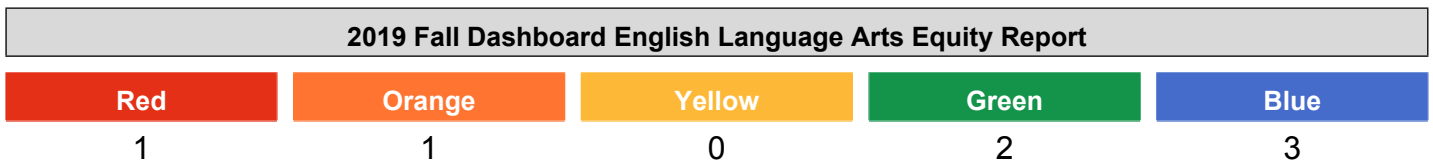# School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
College/Career Green		

Conclusions based on this data:

1. Overall performance in English Language Arts and Graduation Rate is strong.

2. Suspension rate, Mathematics, and College and Career are all in the green category.

3. PVHS is blue or green in all categories.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	2	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Red	No Performance Color
55 points above standard	63.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.7 points	Maintained ++0.1 points	3
639	37	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Blue	Orange
14.1 points above standard	37 points above standard	92.3 points below standard
Increased ++14.9 points	Increased Significantly ++23 points	Increased Significantly ++16.4 points
34	317	74

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
31.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	133.1 points above standard	109.9 points above standard
Increased Significantly ++35.4 points	3	Increased Significantly ++57.4 points	Increased Significantly ++16.4 points
28		18	36
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Green
41.8 points above standard	81.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.9 points above standard
Increased Significantly ++28 points	Increased Significantly ++42 points	4	Increased ++6.3 points
316	42		192

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.4 points below standard	0.8 points above standard	56.5 points above standard
Declined Significantly -24.1 points	13	Increased Significantly ++19.2 points
24		474

Conclusions based on this data:

1. Overall, our students increased 24.7 points, which is very positive for one year.

2. African American, Two or More Races, and Asian all showed large increases.

3. Students with disabilities increased significantly.

School and Student Performance Data
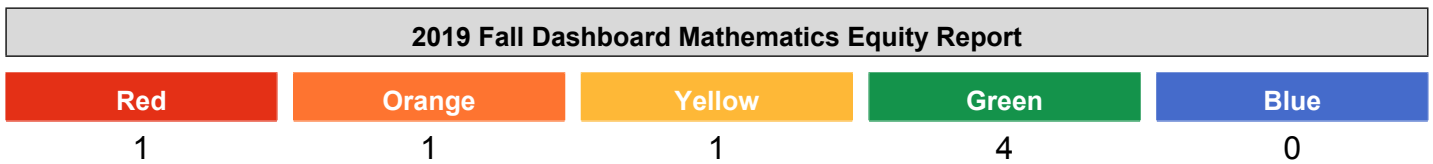
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
39.5 points below standard	147.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++25.8 points	Increased Significantly ++16.8 points	
647	37	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Red
81.5 points below standard	55.8 points below standard	194.1 points below standard
Increased ++6.8 points	Increased Significantly ++20.6 points	Declined -5.2 points
35	321	75

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
79.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	62.6 points above standard	46.3 points above standard
Increased Significantly ++21.8 points	3	Increased Significantly ++69 points	Increased Significantly ++30.4 points
28		18	36

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
58 points below standard	13 points below standard	Less than 11 Students - Data Not Displayed for Privacy	34.9 points below standard
Increased Significantly ++24.7 points	Increased Significantly ++42.2 points	4	Increased ++12.4 points
318	42		198

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.8 points below standard	91.8 points below standard	39.2 points below standard
Declined -4 points	13	Increased Significantly ++18.4 points
24		481

Conclusions based on this data:

1. There was a significant increase overall by 25.8 points.

2. Students with Disabilities showed a decline.

3. Asian and Two or More Races showed the largest point increase.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 138
Performance Level: Low
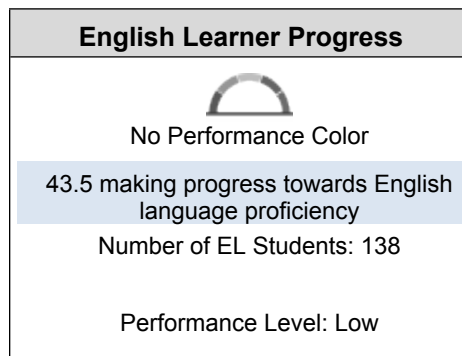
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.3	31.1	10.1	33.3

Conclusions based on this data:

1. There are 25.3 students who decreased a level.

2. There are 33.3 students who improved at least one level.

3. There are 41.1 students who did not show any movement.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	705	100
African American	38	5.4
American Indian or Alaska Native	2	0.3
Asian	14	2
Filipino	50	7.1
Hispanic	355	50.4
Native Hawaiian or Pacific Islander	3	0.4
White	191	27.1
Two or More Races	51	7.2
English Learners	42	6
Socioeconomically Disadvantaged	470	66.7
Students with Disabilities	98	13.9
Foster Youth	4	0.6
Homeless	64	9.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	68	9.7
African American	0	0
American Indian or Alaska Native		
Asian	5	35.7
Filipino	16	32
Hispanic	25	7.1
Native Hawaiian or Pacific Islander		
White	15	7.9
Two or More Races	7	13.7
English Learners	0	0
Socioeconomically Disadvantaged	42	9
Students with Disabilities	1	1
Foster Youth		
Homeless	3	4.8

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	70	9.9
African American	3	7.9
American Indian or Alaska Native		
Asian	3	21.4
Filipino	3	6
Hispanic	25	7
Native Hawaiian or Pacific Islander		
White	29	15.2
Two or More Races	6	11.8
English Learners	2	4.8
Socioeconomically Disadvantaged	46	9.8
Students with Disabilities	3	3.1
Foster Youth		
Homeless	4	6.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	297	42.1
African American	12	31.6
American Indian or Alaska Native		
Asian	10	71.4
Filipino	32	64
Hispanic	135	38
Native Hawaiian or Pacific Islander		
White	84	44
Two or More Races	21	41.2
English Learners	4	9.5
Socioeconomically Disadvantaged	177	37.7
Students with Disabilities	8	8.2
Foster Youth		
Homeless	12	18.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	39	5.5
African American	2	5.3
American Indian or Alaska Native		
Asian	3	21.4
Filipino	1	2
Hispanic	15	4.2
Native Hawaiian or Pacific Islander		
White	14	7.3
Two or More Races	3	5.9
English Learners	1	2.4
Socioeconomically Disadvantaged	25	5.3
Students with Disabilities	2	2
Foster Youth		
Homeless	1	1.6

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	167	23.7
African American	8	21.1
American Indian or Alaska Native		
Asian	8	57.1
Filipino	25	50
Hispanic	75	21.1
Native Hawaiian or Pacific Islander		
White	36	18.8
Two or More Races	14	27.5
English Learners	5	11.9
Socioeconomically Disadvantaged	106	22.6
Students with Disabilities	4	4.1
Foster Youth		
Homeless	10	15.6

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	147	20.9
African American	7	18.4
American Indian or Alaska Native		
Asian	8	57.1
Filipino	22	44
Hispanic	68	19.2
Native Hawaiian or Pacific Islander		
White	27	14.1
Two or More Races	14	27.5
English Learners	4	9.5
Socioeconomically Disadvantaged	94	20
Students with Disabilities	2	2
Foster Youth		
Homeless	8	12.5

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	45	6.4
African American	1	2.6
American Indian or Alaska Native		
Asian	2	14.3
Filipino	9	18
Hispanic	19	5.4
Native Hawaiian or Pacific Islander		
White	12	6.3
Two or More Races	2	3.9
English Learners	1	2.4
Socioeconomically Disadvantaged	27	5.7
Students with Disabilities	1	1
Foster Youth		
Homeless	2	3.1

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The overall percentage of Asian students is 2%, but they are completing the college requirements and higher level classes at very high percentages.

2. While Socioeconomically Disadvantaged percentage is high school wide, the percentage of college requirements and higher level classes is low.

3. The total number of students completing a pathway is low.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
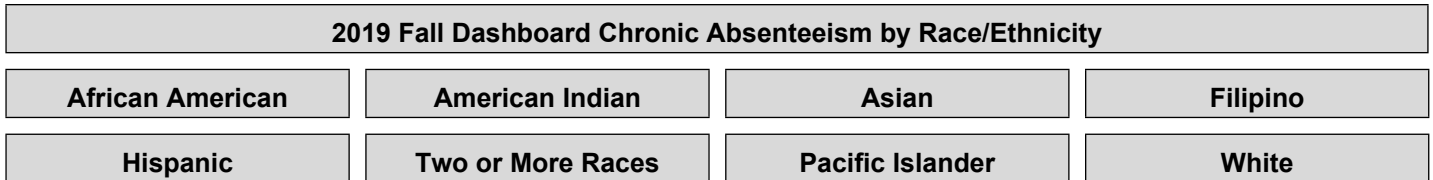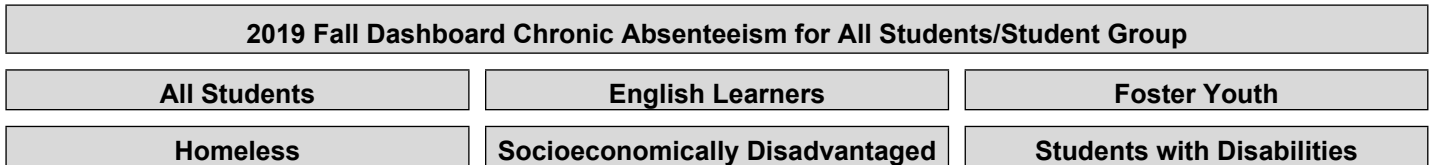
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	705	683	2	96.9
English Learners	42	39	1	92.9
Foster Youth	4		0	
Homeless	64	61	1	95.3
Socioeconomically Disadvantaged	470	455	2	96.8
Students with Disabilities	98	88	1	89.8
African American	38	34	1	89.5
American Indian or Alaska Native	2		0	
Asian	14	13	0	92.9
Filipino	50	50	0	100
Hispanic	355	344	1	96.9
Native Hawaiian or Pacific Islander	3		0	
White	191	186	0	97.4
Two or More Races	51	50	0	98

Conclusions based on this data:

1. The graduation rate for African American and Students with Disabilities is lower than the other subgroups.

2. Socioeconomically Disadvantages, Hispanic, White, and Two or More Races have some of the higher graduation rates.

3. The graduation rate for Filipino is 100%.

School and Student Performance Data
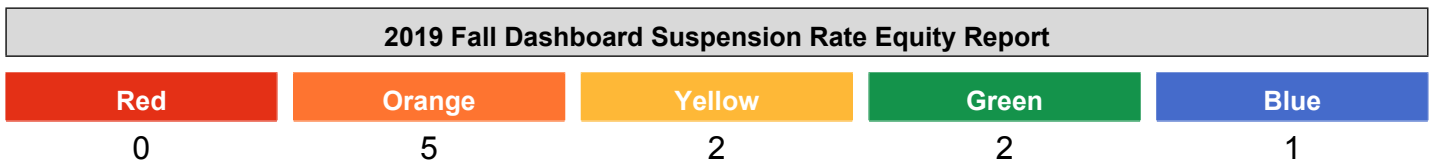
Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	2	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
3.3	5.6	9.5
Declined -0.3	Increased Significantly +3.5	Declined -1.6
3415	232	21
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
6.6	4.7	7
Increased +1.8	Increased +0.7	Declined Significantly -2.5
197	1751	429

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Blue	Orange
8.9	0	0	1.9
Increased +1.7	Maintained 0	Maintained 0	Increased +0.6
213	12	78	159

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Green
3.3	1.9	0	3
Maintained +0.2	Declined Significantly -4.6	Maintained 0	Declined -1
1682	215	14	1042

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	3.3

Conclusions based on this data:

1. Socioeconomically Disadvantaged, Homeless, and English Learners are suspended at a higher rate than other students.

2. The suspension rate declined .3 percent.

3. The suspension rate for Students with Disabilities and Two or More races declined significantly.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Proficiency

LEA/LCAP Goal

All students will attain proficiency in English Language Arts and Mathematics.

Goal 1

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.

Identified Need

ELA:

The proficiency rate for Special Education Students demonstrated a slight increase to 13% as measured by the spring administration of the CAASPP in comparison to 10% in 2018.
The proficiency rate for EL Students demonstrated a maintained at 0.1% increase as measured by the spring administration of the CAASPP in comparison to 2018.

Math:

The proficiency rate for Special Education Students demonstrated a slight increase to 2% as measured by the spring administration of the CAASPP in comparison to 0% in 2018.
The proficiency rate for EL Students demonstrated a slight increase to 4% as measured by the spring administration of the CAASPP in comparison to 0% in 2018.
The percent of students with disabilities not meeting standard increased from 87% to 94% as measured by the 2018 and 2019 CAASPP administration, respectively.
All students (including SWD and EL) perform the lowest on Claim 1 (Concepts and Procedures)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2019-2020: English Language Arts: blue Mathematics- green	2021-2022: English Language Arts: Maintain blue Mathematics- maintain green or move to blue Due to COVID-19 we are continuing the same goals and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		using baseline data from 2019-20.
Academic Performance- ELA	2019-2020: Red: English Learners Orange: Students with Disabilities Green: Homeless, White Blue: Hispanic, Two or More Races, Socioeconomically Disadvantaged	2021-2022: Orange: English Learners Yellow: Students with Disabilities Blue: Hispanic, Two or More Races, White, Two or More Races, Socioeconomically Disadvantaged Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.
Academic Performance- Mathematics	2019-20: Red: Students with Disabilities Orange: English Learners Yellow: Homeless Green: White, Hispanic, Two or More Races	2021-2022: Orange: Students with Disabilities Yellow: English Learners Green: Homeless Blue:White, Hispanic, Two or More Races Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide resources for the EL program and students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF SC 4000-4999: Books And Supplies 1.1A : Material and supplies for EL students to use in the classroom.
1,500	LCFF SC 4000-4999: Books And Supplies 1.1B : Material and supplies for teachers to use to aid EL students in the classroom
1,000	LCFF SC 4000-4999: Books And Supplies 1.1C: Rewards and incentives for EL students and teachers
1,600	LCFF SC 4000-4999: Books And Supplies 1.1D: Trainings, bootcamps, subscriptions, or other services to assist EL students and teachers of EL students

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low performing subgroups in ELA and math

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF SC 4000-4999: Books And Supplies 1.2A: 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.
2,000	LCFF SC 4000-4999: Books And Supplies 1.2B:Technological devices or programs to improve instruction in the classroom
2,725	LCFF SC 4000-4999: Books And Supplies

	1.2C: Incentives, materials, and supplies for students who are in danger of graduating, have low attendance, or are credit deficient

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Aid students in organizational techniques to ensure success in class.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	LCFF SC 4000-4999: Books And Supplies 1.3A: Student planners

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Post-Secondary and Career Options

LEA/LCAP Goal

All students will graduate from high school prepared for post-secondary and career options.

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.

Identified Need

Paloma Valley's overall A-G completion rate fell by 2.87% from 2018 to 2019.
Only 6.9% of special education students meet the college/career indicator compared to 45.5% of all students as measured by the 2019 California Dashboard.
Only 24.5% of African American students meet the college/career indicator compared to 45.5% of all students as measured by the 2019 California Dashboard.
Only 18.5% of English Learner students meet the college/career indicator compared to 45.5% of all students as measured by the 2019 California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2019-2020: College/Career: green	2021-2022: College/ Career: blue Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.
Academic Performance: College/ Career	2019-2020: Orange: Students with Disabilities Yellow: English Learners, Homeless, African American, White	2021-2022: Yellow: Students with Disabilities Green: English Learners, Homeless, African American, White

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Green: Socioeconomically Disadvantaged, Hispanic, Two or More Races	Blue: Socioeconomically Disadvantaged, Hispanic, Two or More Races Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.
Graduation Rate	2019-2020: Orange: Students with Disabilities Green: Homeless, Students with Disabilities, Two or More Races Blue: English Learners, Socioeconomically Disadvantaged, African American, Hispanic, White	2021-2022: Yellow: Students with Disabilities Blue: Homeless, Students with Disabilities, Two or More Races, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, White Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID students, all students

Strategy/Activity

Expand the AVID program to provide opportunities for students and help make them college and career ready.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,400	LCFF SC 4000-4999: Books And Supplies 2.1A: AVID Stoles

350	LCFF SC 4000-4999: Books And Supplies 2.1B: AVID Graduation Medallions
800	LCFF SC 4000-4999: Books And Supplies 2.1C: AVID Success Incentives
1,800	LCFF SC 4000-4999: Books And Supplies 2.1D:Release time for 2 AVID planning days (6 subs each day for a total of 12 subs at $150 a day)
3,200	LCFF SC 5000-5999: Services And Other Operating Expenditures 2.1E: 4 Day Field Trips
6,595	LCFF SC 4000-4999: Books And Supplies 2.1F: T-shirts for AVID students
3,550	LCFF SC 1000-1999: Certificated Personnel Salaries 2.1G: sub Costs for all Field Trips

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe and Positive Learning Environment

LEA/LCAP Goal

All departments and sites will provide a safe and positive environment for staff and students.

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.

Due to COVID-19 and the lack of data for the 2019-20 school year, we are continuing the same goals.

Identified Need

Suspension rate for African American students went up 1.7% from 2018 to 2019.
Suspension rate for English Learner students went up 3.5% from 2018 to 2019.
The suspension rate for African American students is more than double the rate for the general student body.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2019-2020: Current Rate for All Students: 3.3% Dashboard Status level: Green Dashboard Change: Declined by .3%	2021-2022: Decrease Rate for All Students by: 1% Dashboard Status level: Blue Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.
Graduation Rate	2019-2020: Current Rate: 96.4% Dashboard Status level: Blue	2021-2022: Increase Rate by: 1% Dashboard Status level: Blue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Change: Increased 1.6%	Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.
Chronic Absenteeism	2019-2020: No data available	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development and student activities to build a positive school culture and climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF SC 4000-4999: Books And Supplies 3.1A: Material, supplies, and t-shirts for Link and PLUS
500	LCFF SC 4000-4999: Books And Supplies 3.1B: Materials and supplies for school climate and culture building activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ASB Students

Strategy/Activity

CADA School Membership to train and provide resources for teachers to work with students on school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF SC 4000-4999: Books And Supplies 3.2A: CADA school membership renewal for 3 teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Community Involvement

LEA/LCAP Goal

Secure and strengthen home-school-community connections and communications.

Goal 4

4a. Establish family friendly volunteer policies to recruit and organize help and support from parents.
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.
4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
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.

Due to COVID-19 and the lack of data for the 2019-20 school year, we are continuing the same goals.

Identified Need

Struggle to get parents to show up to workshops and trainings.
Struggle to get parents to consistently show up and buy in to AAPAC and ELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation: 3,851 as of March 13, 2020 (School closures due to Covid-19)	2021-22: Increase parent participation by 1% Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.
California Healthy Kids Survey: Parent Survey	2019-20: Not administered due to school closures	2021-22: Increase parent survey responses by 3% Due to COVID-19 we are continuing the same goals and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		using baseline data from 2019-20.
Social Media	2019-20: FaceBook Followers: 3275 Twitter Followers: 1853 Instagram Followers: 2899	2021-2022: Increase social media followers by 1% Due to COVID-19 we are continuing the same goals and using baseline data from 2019-20.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Activities to increase parental involvement on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	LCFF SC 4000-4999: Books And Supplies 4.1A: Light snacks for Coffee with the Principal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic and Language Proficiency Needs of English Learners

LEA/LCAP Goal

All students will attain proficiency in English Language Arts and Mathematics.

Goal 5

PVHS English Learners will attain language proficiency allowing them to be academically prepared for college and careers.
Specifically, PVHS ELs:
- Will increase the % of English Learners Reclassifying to Fluent English Proficient by 9%.
- Will increase the % of English Learners scoring Level 4 or improving a performance level on the English Learner Proficiency Assessment for California (ELPAC) by 5%

Identified Need

The 2020-21 Students Redesignated FEP report from California Department of Education (CDE), Dataquest shows a 3% reclassification rate.

Preliminary 2021 ELPAC data demonstrates the following student performance level breakdown:
Level 4- 20.8%
Level 3- 27.7%
Level 2- 27.7%
Level 1- 20.8%

Qualitative data from the 2021 ELAC Needs Assessment shows that over 50% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	20-21 RFEP Rate 3%	2021-22 RFEP Rate 12%
ELPAC Results	2021 ELPAC Level 4- 18.8% Level 3- 27.7% Level 2- 32.7% Level 1- 20.8%	2022 ELPAC Level 4- 20.8% Level 3- 29.7% Level 2- 32.5% Level 1- 17.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide a two period release for an English Learner teacher lead to design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

50,000

1000-1999: Certificated Personnel Salaries
Two release periods for EL support.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$98,920.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$50,000.00
LCFF SC	$48,920.00

Subtotal of state or local funds included for this school: $98,920.00

Total of federal, state, and/or local funds for this school: $98,920.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	50,000.00
LCFF SC	48,920.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,550.00
4000-4999: Books And Supplies	42,170.00
5000-5999: Services And Other Operating Expenditures	3,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		50,000.00
1000-1999: Certificated Personnel Salaries	LCFF SC	3,550.00
4000-4999: Books And Supplies	LCFF SC	42,170.00
5000-5999: Services And Other Operating Expenditures	LCFF SC	3,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,325.00

Goal 2	17,695.00
Goal 3	5,750.00
Goal 4	150.00
Goal 5	50,000.00

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:

1 School Principal

3 Classroom Teachers

0 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jennifer Thomasian	Principal
Monique Robles	Classroom Teacher
Alison King	Classroom Teacher
Ann Campbell	Classroom Teacher
Winnie Labon	Parent or Community Member
Stephen Kaas	Parent or Community Member
Kenyon Jenkins	Parent or Community Member
Tahnee Sanchez	Parent or Community Member
Melissa Schaefer	Parent or Community Member
Nicholas Winn	Secondary Student
Meagan Macatangay	Secondary Student
Aliza Lazaro	Secondary Student
	Classroom Teacher

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	**Committee or Advisory Group Name**

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 18, 2022.

Attested:

	Principal, Jennifer Thomasian on 6/1/22
	SSC Chairperson, Dennis Raymond on 5/13/19