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 31, 2023	June 21, 2023

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)

X 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.

Table of Contents

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 contact parents through email, auto dialers, and 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. 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, teachers use the district PLC form that guides them through various activities. Teachers look at data while completing that document. Some teachers have become very strong at providing assessments and adjusting their lesson plans based on student performance on benchmarks.

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)

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. There are also periodic professional development trainings on site provided by the district instructional coach. There are four professional development days each school year. Typically, two of these days are in August before students return for the new school year. There are usually informational meetings, updates about special programs, reviewing procedures, highlighting areas needing attention, and a review of our testing data.

The other two professional development days are in October and the entire district participates in trainings. These trainings change every year and have included a wide range of topics. Some of the topics offered during those two days have been on technology in the classroom, Special Education requirements, supporting ELs, classroom management, and other topics that relate to best practices. 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 also two district Instructional Coaches who offer trainings and support for teachers. 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 work 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.

The administration continues making periodic "walk throughs" in classrooms, monitoring the content and standards being taught. Teachers continue to have PLC 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 is currently in the adoption process for Spanish and adopted new French books 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. When we have the resources available, we also offer after school tutoring for all students. All students have access to Paper.co, an online 24/7 tutoring service for every subject. 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 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. 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. Teachers and administrators regularly look at D and F data to inform decisions.

Parental Engagement

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

When funds are available, PVHS provides free after school tutoring for any student who needs assistance. Students also have access to Paper.co which is an online tutoring platform. Students can get help at any time through Paper.co. 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. Counselors meet 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 are two district instructional coaches who offer help for teacher and trainings. There is 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. Students have access to free tutoring through Paper.co. We have a Study Skills class for SpEd students 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.

Educational Partner 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0.33%	15		9
African American	5.4%	%	5.69%	180		157
Asian	2.4%	%	2.5%	78		69
Filipino	5.1%	%	4.42%	169		122
Hispanic/Latino	50.7%	%	56.72%	1,678		1566
Pacific Islander	0.4%	%	0.4%	13		11
White	28.0%	%	22.78%	928		629
Multiple/No Response	7.5%	%	6.74%	247		186
			Total Enrollment	3,311		2761

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	933		629
Grade 10	882		623
Grade 11	752		718
Grade 12	744		791
Total Enrollment	3,311		2,761

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	170	175	145	5.10%	6.0%	5.3%
Fluent English Proficient (FEP)	621	567	557	18.80%	19.4%	20.2%
Reclassified Fluent English Proficient (RFEP)	5			2.9%		

Conclusions based on this data:

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

2. The percentage of English learners has been increasing.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	727	792		470	750		465	750		64.6	94.7	
All Grades	727	792		470	750		465	750		64.6	94.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2630.	2598.		35.70	25.87		33.76	33.33		17.42	22.13		13.12	18.67	
All Grades	N/A	N/A	N/A	35.70	25.87		33.76	33.33		17.42	22.13		13.12	18.67	

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33.99	29.33		53.81	56.00		12.20	14.67	
All Grades	33.99	29.33		53.81	56.00		12.20	14.67	

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.82	26.67		45.51	51.60		14.66	21.73	
All Grades	39.82	26.67		45.51	51.60		14.66	21.73	

	Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.00	14.13		76.74	73.73		8.26	12.13	
All Grades	15.00	14.13		76.74	73.73		8.26	12.13	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	39.39	22.40		53.25	64.67		7.36	12.93	
All Grades	39.39	22.40		53.25	64.67		7.36	12.93	

Conclusions based on this data:

1. The percentage of students above the standard has been decreasing.

2. The percentage of students at or near the standard and below the standard is increasing each year.

3. Writing and Research/ Inquiry are two areas where there is a decrease in students performing above the standard and increasing the percentage performing below the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	727	792		438	751		432	750		60.2	94.8	
All Grades	727	792		438	751		432	750		60.2	94.8	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2595.	2536.		13.66	5.07		26.85	16.93		27.78	26.00		31.71	52.00	
All Grades	N/A	N/A	N/A	13.66	5.07		26.85	16.93		27.78	26.00		31.71	52.00	

Overall Achievement for All Students

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.00	9.20		50.93	39.73		24.07	51.07	
All Grades	25.00	9.20		50.93	39.73		24.07	51.07	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.73	8.27		64.58	64.13		22.69	27.60	
All Grades	12.73	8.27		64.58	64.13		22.69	27.60	

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.35	6.13		66.44	67.60		19.21	26.27	
All Grades	14.35	6.13		66.44	67.60		19.21	26.27	

Conclusions based on this data:

1. The mean scale score has decreased over the last three years, but not by much.

2. The percentage of students above the standard has been decreasing.

3. 52% of students in the overall data did not meet the standard. This has increased over the last three years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1544.9	1570.3		1555.9	1591.9		1533.4	1548.3		41	35	
10	1547.9	1578.3		1544.5	1597.9		1550.7	1558.2		48	39	
11	1529.2	1566.4		1531.3	1573.1		1526.7	1559.2		42	42	
12	1551.8	1564.0		1546.9	1577.1		1556.0	1550.5		19	28	
All Grades										150	144	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.51	26.47		35.14	29.41		40.54	26.47		10.81	17.65		37	34	
10	17.02	42.11		40.43	26.32		27.66	18.42		14.89	13.16		47	38	
11	22.50	23.81		20.00	28.57		25.00	26.19		32.50	21.43		40	42	
12	11.76	25.00		29.41	25.00		35.29	25.00		23.53	25.00		17	28	
All Grades	17.02	29.58		31.91	27.46		31.21	23.94		19.86	19.01		141	142	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	35.14	47.06		40.54	35.29		18.92	5.88		5.41	11.76		37	34	
10	36.17	52.63		27.66	31.58		23.40	5.26		12.77	10.53		47	38	
11	35.00	45.24		25.00	33.33		17.50	7.14		22.50	14.29		40	42	
12	23.53	32.14		47.06	32.14		17.65	17.86		11.76	17.86		17	28	
All Grades	34.04	45.07		32.62	33.10		19.86	8.45		13.48	13.38		141	142	

Written 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.70	8.82		24.32	8.82		37.84	50.00		35.14	32.35		37	34	
10	14.89	7.89		21.28	31.58		31.91	31.58		31.91	28.95		47	38	
11	7.50	7.14		17.50	23.81		22.50	30.95		52.50	38.10		40	42	
12	11.76	3.57		11.76	17.86		35.29	42.86		41.18	35.71		17	28	
All Grades	9.22	7.04		19.86	21.13		31.21	38.03		39.72	33.80		141	142	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.81	8.82		75.68	76.47		13.51	14.71		37	34	
10	8.51	13.16		68.09	68.42		23.40	18.42		47	38	
11	2.50	4.76		60.00	66.67		37.50	28.57		40	42	
12	0.00	14.29		62.50	50.00		37.50	35.71		16	28	
All Grades	6.43	9.86		67.14	66.20		26.43	23.94		140	142	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	78.38	76.47		18.92	14.71		2.70	8.82		37	34	
10	65.96	86.49		23.40	5.41		10.64	8.11		47	37	
11	64.10	75.61		20.51	12.20		15.38	12.20		39	41	
12	68.75	59.26		25.00	25.93		6.25	14.81		16	27	
All Grades	69.06	75.54		21.58	13.67		9.35	10.79		139	139	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.51	14.71		48.65	41.18		37.84	44.12		37	34	
10	17.02	18.42		44.68	55.26		38.30	26.32		47	38	
11	10.00	7.14		37.50	38.10		52.50	54.76		40	42	
12	11.76	7.14		41.18	42.86		47.06	50.00		17	28	
All Grades	13.48	11.97		43.26	44.37		43.26	43.66		141	142	

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain **Percentage of Students by Domain Performance Level for All Students**												
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	2.94		75.68	67.65		24.32	29.41		37	34	
10	4.26	5.41		82.98	75.68		12.77	18.92		47	37	
11	15.79	23.81		60.53	57.14		23.68	19.05		38	42	
12	29.41	14.81		41.18	59.26		29.41	25.93		17	27	
All Grades	9.35	12.14		69.78	65.00		20.86	22.86		139	140	

Conclusions based on this data:

1. The percentage of students in overall language at a level 4 has increased.

2. Most students are doing well in the speaking domain.

3. There are fewer students scoring well developed in the listening domain than the other domains.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,919	**45.8**	**6.0**	**0.9**
Total Number of Students enrolled in Paloma Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	175	6.0
Foster Youth	27	0.9
Homeless	21	0.7
Socioeconomically Disadvantaged	1,337	45.8
Students with Disabilities	387	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	171	5.9
American Indian	10	0.3
Asian	72	2.5
Filipino	132	4.5
Hispanic	1,532	52.5
Two or More Races	211	7.2
Pacific Islander	11	0.4
White	777	26.6

Conclusions based on this data:

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

2. English Learners make up 6% of the student population.

3. Students with disabilities has increased to 13.3% of the student population, which is a large portion of our student population.
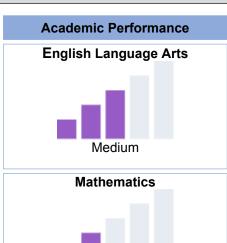
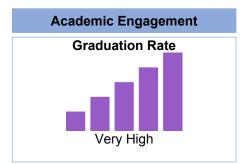# School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Overall performance in Graduation Rate is very high.

2. Mathematics and English Learner Progress are low.

3. Suspension rate and ELA performance are medium.
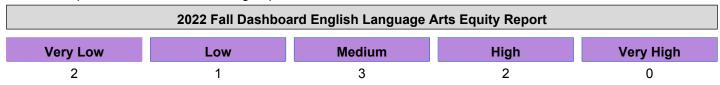
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	1	3	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.
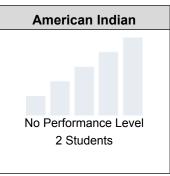
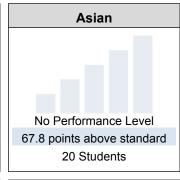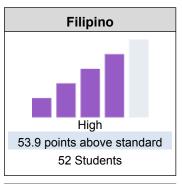| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Very Low	No Performance Level
21.8 points above standard	87.5 points below standard	2 Students
713 Students	49 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Medium	Very Low
	2.7 points above standard	116.0 points below standard
	330 Students	84 Students
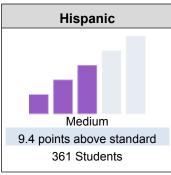
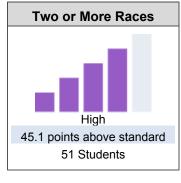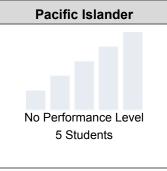## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity
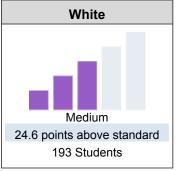
African American	American Indian	Asian	Filipino
Low	No Performance Level	No Performance Level	High
2.7 points below standard	2 Students	67.8 points above standard	53.9 points above standard
34 Students		20 Students	52 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	High	No Performance Level	Medium
9.4 points above standard	45.1 points above standard	5 Students	24.6 points above standard
361 Students	51 Students		193 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133.1 points below standard	42.3 points below standard	26.1 points above standard
27 Students	23 Students	525 Students

Conclusions based on this data:

1. English Learners and Students with Disabilities are scoring very low.

2. Filipino students and students of two or more races are the only subgroups scoring high.

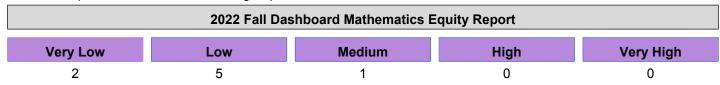**3.** Reclassified English Learners are only 42.3 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
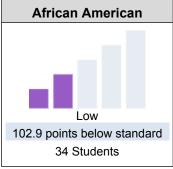
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

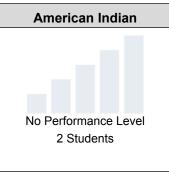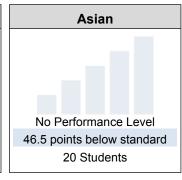| 2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	5	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

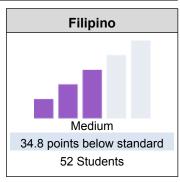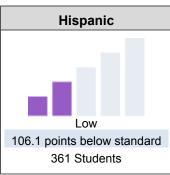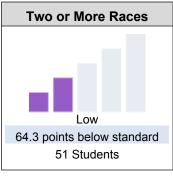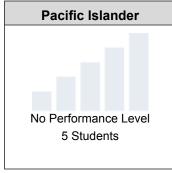| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
85.1 points below standard	171.9 points below standard	2 Students
713 Students	49 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Low	Very Low
	100.4 points below standard	188.1 points below standard
	329 Students	84 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Low
102.9 points below standard
34 Students

American Indian
No Performance Level
2 Students

Asian
No Performance Level
46.5 points below standard
20 Students

Filipino
Medium
34.8 points below standard
52 Students

Hispanic
Low
106.1 points below standard
361 Students

Two or More Races
Low
64.3 points below standard
51 Students

Pacific Islander
No Performance Level
5 Students

White
Low
69.7 points below standard
194 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
192.3 points below standard
26 Students

Reclassified English Learners
148.8 points below standard
23 Students

English Only
80.7 points below standard
525 Students

Conclusions based on this data:
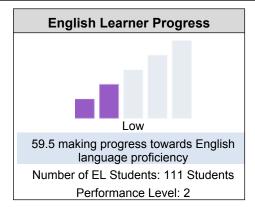
1. English Learners and Students with Disabilities are scoring very low.

2. Filipino students were the highest performing subgroup.

3. There are no subgroups scoring in the high or very high categories.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Low
59.5 making progress towards English language proficiency
Number of EL Students: 111 Students
Performance Level: 2

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.

2022 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**
12.6%	27.9%	1.8%	57.7%

Conclusions based on this data:

1. 57.7% progressed at least one level.

2. 12.6% decreased one level.

3. The largest percentage of students is increasing.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
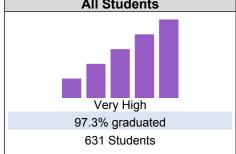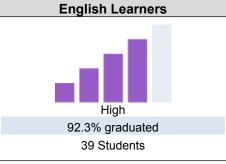
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2022 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.
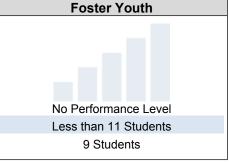
2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	2	7

This section provides information about students completing high school, which includes students who receive a standard high school diploma.
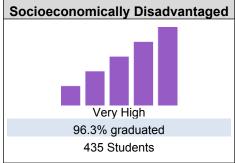
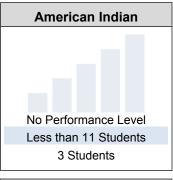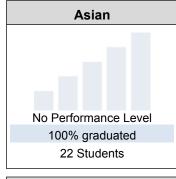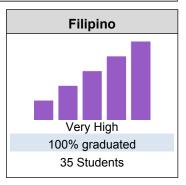| 2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
97.3% graduated	92.3% graduated	Less than 11 Students
631 Students	39 Students	9 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	High
98.1% graduated	96.3% graduated	90.9% graduated
53 Students	435 Students	77 Students
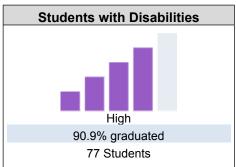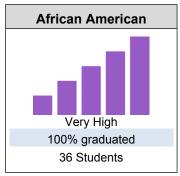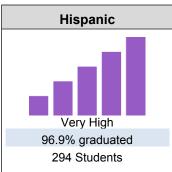
2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	No Performance Level	Very High
100% graduated	Less than 11 Students	100% graduated	100% graduated
36 Students	3 Students	22 Students	35 Students

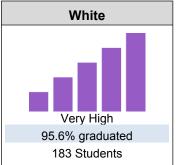| Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
96.9% graduated	100% graduated	Less than 11 Students	95.6% graduated
294 Students	55 Students	3 Students	183 Students

Conclusions based on this data:

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

2. Overall, the graduation rate is very high.

3. The graduation rate for Filipino, African American, and two or more races is 100%.

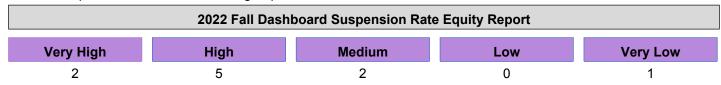# School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
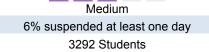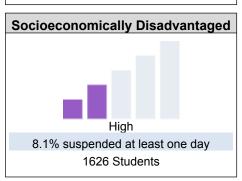

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	5	2	0	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.
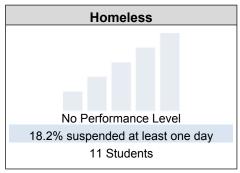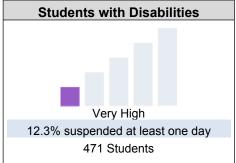
2022 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Medium	High	Very High
6% suspended at least one day	7.1% suspended at least one day	28.6% suspended at least one day
3292 Students	225 Students	42 Students

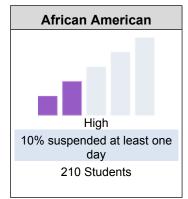| **Homeless**	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Very High
18.2% suspended at least one day	8.1% suspended at least one day	12.3% suspended at least one day
11 Students	1626 Students	471 Students
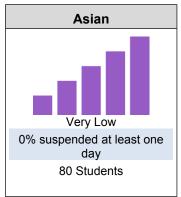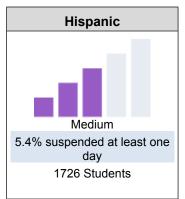
2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Very Low	Medium
10% suspended at least one day	0% suspended at least one day	0% suspended at least one day	2.1% suspended at least one day
210 Students	12 Students	80 Students	141 Students

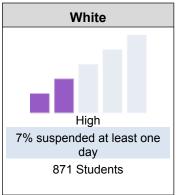| Hispanic	Two or More Races	Pacific Islander	White
Medium	High	No Performance Level	High
5.4% suspended at least one day	7.6% suspended at least one day	6.7% suspended at least one day	7% suspended at least one day
1726 Students	237 Students	15 Students	871 Students

Conclusions based on this data:

1. Our overall suspension rate is medium. It may be increasing due to vaping offenses.

2. Asian students have a very low suspension rate.

3. African American, two or more races, and white populations are all high suspension rates.

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 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.

Identified Need

Changes to goals: due to some overtracking and unclear plans for our most severe failing students (EL and SpEd), we will examine lower level math courses, develop more individualized plans, focus our efforts during tutorial times, consider attention to EL students in support classes.

Metrics: improve by 5% grades and CAASPP test scores for EL and SpEd students

New Actions: streamline on introductory and remedial math courses (SpEd), targeted PD for tutorial teachers, individualized plans for lowest students, AVID tutors and bi-lingual paras for EL support classes in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2022: English Language Arts: medium Mathematics- low	
Academic Performance- ELA	2022 Very low: English Learners, Students with Disabilities Low: African American Medium: Hispanic, White, Socioeconomically Disadvantaged	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	High: Filipino, Two or More Races	
Academic Performance-Mathematics	2022 Very low: English Learners, Students with Disabilities Low: African American, Socioeconomically Disadvantaged, Hispanic, Two or More Races, White Medium: Filipino	

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 not graduating, have low attendance, or are credit deficient

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

Metrics Analysis - Increase CCI by 5% annually. CCI increased 2.7% however A-G rate decreased 2.8%. This indicates that PVHS students are meeting CCI through other ways besides A-G. Anecdotal data indicates that CTE pathways, Dual Enrollment, and AP Passage rate may be factors in completion.

Strategies - Increased staff training surrounding CCI particularly with counselors. We also had a cross section of teachers participate in transcript analysis to determine CCI completion factors. We also invested in student buy-in to complete A-G by adding A-G special sash for graduation. This appears to have helped student buy in.

Additional strategy for 20-21 - We need to develop a system by which each student can identify if they meet CCI and the steps they need to take to complete CCI.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2022: Very High: Homeless, Socioeconomically Disadvantaged, African American, Filipino, Hispanic, Two or More Races, White High: English Learners, Students with Disabilities	

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)

Students in danger of not graduating

Strategy/Activity

Provide resources and incentives for students in danger of not graduating.

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)
2,891	LCFF SC 4000-4999: Books And Supplies 2.1A: Provide resources and incentives for students in danger of not graduating

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.

Identified Need

Improve our score for student connectedness on the California Healthy Kids Survey to 90% or better.
PVHS will reduce the number of suspension referrals by 5%.
Strategies from SPSA have been effective in decreasing suspension rate.
Significant work from MTSS committee this year regarding attendance/tardy goal from 21-22. New focus emerged on "C" and "H" violations for vaping and drugs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2022: Overall: Medium Very low: Asian Medium: Filipino, Hispanic, High: English Learners, Socioeconomically Disadvantaged, African American, Two or More Races, White Very High: Foster Youth, Students with Disabilities	
Graduation Rate		
Chronic Absenteeism	2022:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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
20,000	LCFF SC 4000-4999: Books And Supplies 3.1C: Materials and supplies for the implementation of the 5-star incentive program for students.

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.

Identified Need

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.

PELI has worked to support behavioral goals on campus with large success this year including informational campaigns about drug use and parent informational nights from SRO.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2021-22: Increase parent participation by 1%	
California Healthy Kids Survey: Parent Survey	2021-22: Increase parent survey responses by 3%	
Social Media	2021-2022:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Increase social media followers by 1%	

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)

50,000

Source(s)

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	$91,116.00

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	$41,116.00

Subtotal of state or local funds included for this school: $91,116.00

Total of federal, state, and/or local funds for this school: $91,116.00

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	41,116.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,000.00
4000-4999: Books And Supplies	41,116.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		50,000.00
4000-4999: Books And Supplies	LCFF SC	41,116.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,325.00
Goal 2	2,891.00
Goal 3	25,750.00
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

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jennifer Thomasian	Principal
Kathryn Lennertz	Classroom Teacher
Matt Davis	Classroom Teacher
Ann Campbell	Classroom Teacher
Jeremiah Wade	Parent or Community Member
Brandy Chatman	Parent or Community Member
Danielle Noel-Castle	Parent or Community Member
Cynthia Murillo	Parent or Community Member
	Secondary Student
Meagan Macatangay	Secondary Student
Aliza Lazaro	Secondary Student
Alexa Davila	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 31, 2023.

Attested:

	Principal, Jennifer Thomasian on 5-31-23
	SSC Chairperson, Ann Campbell on 5-31-23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements
This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019