School Year: **2019-20**

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		June 19, 2019

Purpose and Description

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

Schoolwide Program

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

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Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

There are a variety of services provided by categorical funds to enable under performing students to meet standards. There is a full time Technology Coach on campus. There has been staff development time provided through Friday collaboration days and PLC time to help teachers focus on instruction and best practices. There has been some release time this year for collaboration, support planning, curriculum and lesson planning, and AVID strategies. There is after school tutoring Monday through Thursday for math, English, science, and world language. We have also introduced a Study Skills class for under performing 10th to12th graders and a Freshmen Foundation class for all freshmen.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.28%	0.38%	8	9	12
African American	5.8%	5.52%	5.5%	181	176	173
Asian	2.7%	2.41%	2.26%	85	77	71
Filipino	4.0%	4.70%	4.8%	124	150	151
Hispanic/Latino	49.8%	49.08%	49.46%	1,556	1566	1,556
Pacific Islander	0.2%	0.34%	0.35%	7	11	11
White	31.7%	31.28%	31.02%	989	998	976
Multiple/No Response	%	%	%	1		
			Total Enrollment	3,124	3191	3,146

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	848	880	823
Grade 10	847	825	862
Grade 11	781	802	744
Grade 12	648	684	717
Total Enrollment	3,124	3,191	3,146

Conclusions based on this data:

1. The enrollment at PVHS continues to increase.

2. Enrollment at PVHS will likely have a larger increase in the 2019-20 school year because the district will allow more transfers to PVHS.

3. 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**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	211	206	207	6.8%	6.5%	6.6%
Fluent English Proficient (FEP)	554	555	560	17.7%	17.4%	17.8%
Reclassified Fluent English Proficient (RFEP)	41	14	11	17.7%	6.6%	5.3%

Conclusions based on this data:

1. The percentage of RFEP students has significantly decreased from the 2016-17 to 2017-18 school year.

2. The number of English learners is showing a decrease each year for the last three years.

3. The number of FEP students has remained consistent.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	664	716	739	641	695	711	640	694	711	96.5	97.1	96.2
All Grades	664	716	739	641	695	711	640	694	711	96.5	97.1	96.2

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2593.	2609.	2612.	22	27.09	27.99	37	35.88	38.68	21	21.47	18.85	20	15.56	14.49
All Grades	N/A	N/A	N/A	22	27.09	27.99	37	35.88	38.68	21	21.47	18.85	20	15.56	14.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	33.14	33.76	54	47.55	49.09	22	19.31	17.16
All Grades	25	33.14	33.76	54	47.55	49.09	22	19.31	17.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	34	38.33	38.26	45	41.79	43.74	21	19.88	18.00
All Grades	34	38.33	38.26	45	41.79	43.74	21	19.88	18.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	26.95	22.50	61	59.65	66.10	16	13.40	11.39
All Grades	23	26.95	22.50	61	59.65	66.10	16	13.40	11.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	30	37.90	41.21	53	46.83	45.43	17	15.27	13.36
All Grades	30	37.90	41.21	53	46.83	45.43	17	15.27	13.36

Conclusions based on this data:

1. ELA scores are increasing overall.

2. The percentage of students who have not met standards has decreased for two years while the number of students who meet or exceed the standard continues to rise.

3. The percentage of students who are below the standard in each sub-category has continued to decrease over the last two years. However, the percentage above the standard has not significantly changed over 3 years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	664	716	739	643	698	717	643	698	717	96.8	97.5	97
All Grades	664	716	739	643	698	717	643	698	717	96.8	97.5	97

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2568.	2555.	2560.	6	5.87	5.86	26	18.34	21.20	30	33.09	30.96	39	42.69	41.98
All Grades	N/A	N/A	N/A	6	5.87	5.86	26	18.34	21.20	30	33.09	30.96	39	42.69	41.98

Concepts & Procedures — Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	14.76	15.08	42	34.38	34.64	43	50.86	50.28
All Grades	15	14.76	15.08	42	34.38	34.64	43	50.86	50.28

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	8.60	9.92	59	48.57	51.12	30	42.84	38.97
All Grades	11	8.60	9.92	59	48.57	51.12	30	42.84	38.97

Communicating Reasoning — Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	7.59	8.51	65	61.75	62.48	23	30.66	29.01
All Grades	12	7.59	8.51	65	61.75	62.48	23	30.66	29.01

Conclusions based on this data:

1. There are small improvements in the decrease percentage of students who scored below the standard in every sub group.

2. There are small improvements in the increase of students who met the standard in every sub group.

3. Math scores show little movement or change, but the small change is positive.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1569.8	1589.9	1549.2	46
Grade 10	1570.3	1571.5	1568.8	38
Grade 11	1598.2	1611.1	1584.9	58
Grade 12	1578.3	1582.9	1573.1	39
All Grades				181

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	19	41.30	11	23.91	*	*	*	*	46
Grade 10	18	47.37	*	*	*	*	*	*	38
Grade 11	31	53.45	17	29.31	*	*	*	*	58
Grade 12	14	35.90	16	41.03	*	*			39
All Grades	82	45.30	52	28.73	30	16.57	17	9.39	181

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	28	60.87	*	*	*	*	*	*	46
Grade 10	24	63.16	*	*	*	*	*	*	38
Grade 11	44	75.86	*	*	*	*	*	*	58
Grade 12	23	58.97	15	38.46	*	*			39
All Grades	119	65.75	38	20.99	16	8.84	*	*	181

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	13	28.26	11	23.91	15	32.61	46
Grade 10	*	*	11	28.95	*	*	*	*	38
Grade 11	12	20.69	24	41.38	15	25.86	*	*	58
Grade 12	*	*	*	*	11	28.21	*	*	39
All Grades	36	19.89	58	32.04	45	24.86	42	23.20	181

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	22	47.83	17	36.96	*	*	46
Grade 10	21	55.26	*	*	*	*	38
Grade 11	31	53.45	19	32.76	*	*	58
Grade 12	16	41.03	17	43.59	*	*	39
All Grades	90	49.72	63	34.81	28	15.47	181

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	35	76.09	*	*	*	*	46
Grade 10	26	68.42	*	*	*	*	38
Grade 11	51	87.93	*	*	*	*	58
Grade 12	36	92.31	*	*			39
All Grades	148	81.77	25	13.81	*	*	181

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	18	39.13	22	47.83	46
Grade 10	*	*	16	42.11	13	34.21	38
Grade 11	15	25.86	29	50.00	14	24.14	58
Grade 12	*	*	21	53.85	14	35.90	39
All Grades	34	18.78	84	46.41	63	34.81	181

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	12	26.09	25	54.35	*	*	46
Grade 10	12	31.58	23	60.53	*	*	38
Grade 11	26	44.83	26	44.83	*	*	58
Grade 12	12	30.77	27	69.23			39
All Grades	62	34.25	101	55.80	18	9.94	181

Conclusions based on this data:

1. We need to help students with their writing since the majority are staying at Somewhat/ Moderately and are not in Well Developed.

2. The students are performing well in overall language and oral language.

3. The biggest struggle for students is in the reading category. Most are at Beginning and somewhat while very few score Well Developed.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3,191	**55.3%**	**6.5%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	206	6.5%
Foster Youth	8	0.3%
Homeless	187	5.9%
Socioeconomically Disadvantaged	1,764	55.3%
Students with Disabilities	341	10.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	176	5.5%
American Indian	9	0.3%
Asian	77	2.4%
Filipino	150	4.7%
Hispanic	1,566	49.1%
Two or More Races	204	6.4%
Pacific Islander	11	0.3%
White	998	31.3%

Conclusions based on this data:

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

2. Our student population continues to change slowly.

3. Students with disabilities make up 10.7% of the student population, which is a large portion of our student population.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Green

Mathematics

Yellow

English Learner Progress

No Performance Color

College/Career

Yellow

Academic Engagement

Graduation Rate

Green

Conditions & Climate

Suspension Rate

Green

Conclusions based on this data:

1. Overall performance in English Language Arts is strong.

2. Support is needed in improving overall performance in mathematics.

3. Support is needed in improving overall performance in college and career readiness.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	3	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
30.6 points above standard	62.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 4 points	Increased 11.4 points	
		2 students
695 students	68 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Red
0.8 points below standard	13.6 points above standard	120 points below standard
Declined -5.2 points	Maintained 0.9 points	Maintained 2 points
42 students	380 students	59 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
3.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	75.7 points above standard	97.5 points above standard
Maintained 0.6 points	1 students	Increased 25.3 points	Increased 28.1 points
47 students		21 students	24 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
14.2 points above standard	39.7 points above standard	0 Students	50.2 points above standard
Increased 7.9 points	Maintained 2.9 points		Declined -5.1 points
344 students	35 students		223 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	37.6 points above standard
Increased 7.4 points	9 students	Maintained 2 points
59 students		521 students

Conclusions based on this data:

1. Although English Learners are below the standard, we showed an 11.4 increase.

2. Students with disabilities and African American students should be a focus due to being below the standard and not maintaining that position.

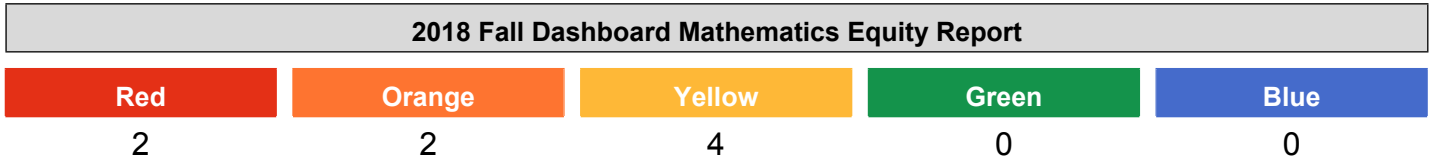**3.** The homeless student population is below the standard and showed a decline.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	4	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
65.7 points below standard	165.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.7 points	Maintained -0.1 points	1 students
697 students	68 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Red
88.3 points below standard	77.2 points below standard	205.1 points below standard
Maintained 1.8 points	Increased 10 points	Declined -12.7 points
42 students	381 students	61 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
101.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.4 points below standard	16.6 points above standard
Declined -6.5 points		Increased	Increased
	1 students	39.3 points	25.3 points
47 students		21 students	24 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Yellow
83.2 points below standard	55.2 points below standard	0 Students	47.7 points below standard
Increased 11.1 points	Declined -4.9 points		Maintained -1 points
345 students	35 students		224 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
179.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	57.8 points below standard
Declined -3.8 points		Increased 8.3 points
	9 students	
59 students		523 students

Conclusions based on this data:

1. English Learners and students with disabilities are struggling the most in mathematics.

2. Homeless and African Americans are scoring in the orange and should also be a focus.

3. Hispanic and socioeconomically disadvantages students increased.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
181	45.3%	28.7%	16.6%	9.4%

Conclusions based on this data:

1. 45% of our English learner students are Well Developed.

2. Based on the previous data, we should focus on reading and writing for English Learner students in order to help them achieve Level 4.
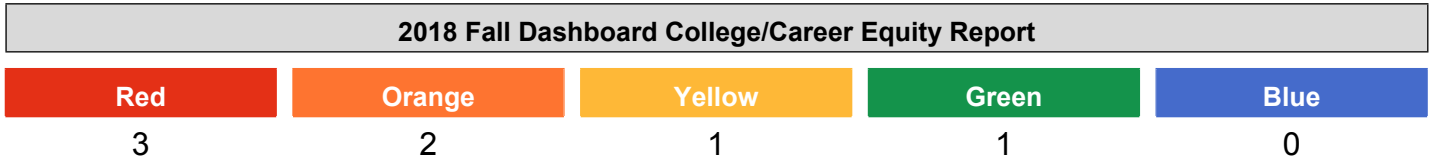
School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
3	2	1	1	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
42.9% prepared	8% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5%	Maintained 0.7%	
653 students	50 students	4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Red
28.2% prepared	38.1% prepared	4.3% prepared
Declined -5.1%	Maintained -1%	Declined -2.2%
85 students	433 students	70 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
18.2% prepared	Less than 11 Students - Data Not Displayed for Privacy	45% prepared	64.1% prepared
Declined -17%	2 students	Declined -16.1%	Declined -3.9%
44 students		20 students	39 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
37.5% prepared	38.6% prepared	Less than 11 Students - Data Not Displayed for Privacy	52.9% prepared
Declined -3.6%	Declined -11.4%	1 students	Increased 6.3%
299 students	44 students		204 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
38.6% **Prepared**	44.4 **Prepared**	42.9 **Prepared**
26.2% **Approaching Prepared**	23.4 **Approaching Prepared**	24.3 **Approaching Prepared**
35.2% **Not Prepared**	32.3 **Not Prepared**	32.8 **Not Prepared**

Conclusions based on this data:

1. English learners, students with disabilities, and African American students are in the lowest performance level.

2. We have been showing improvement overall over the last three years.

3. We need to focus on strategies to help our students be more engaged and prepared for life after high school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

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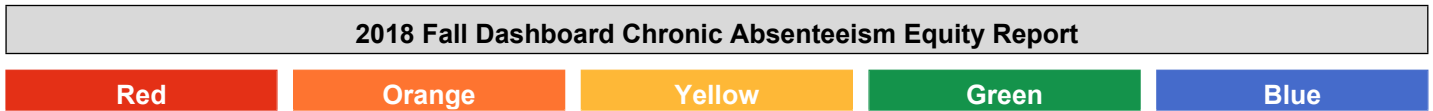
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2018 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
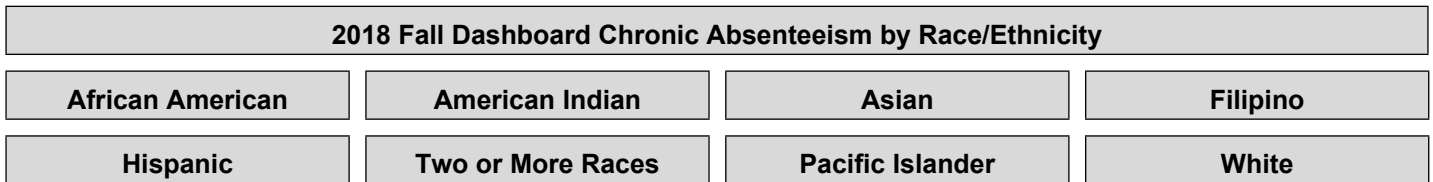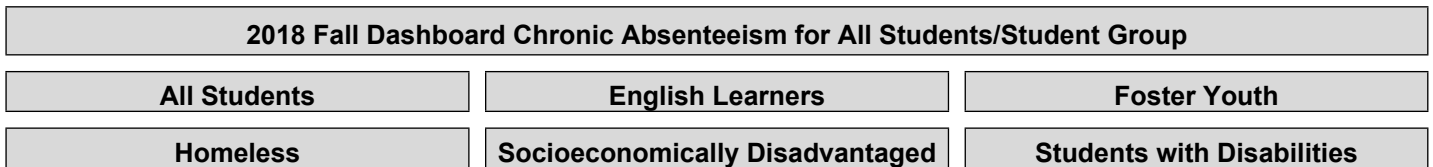## Graduation Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	2	2
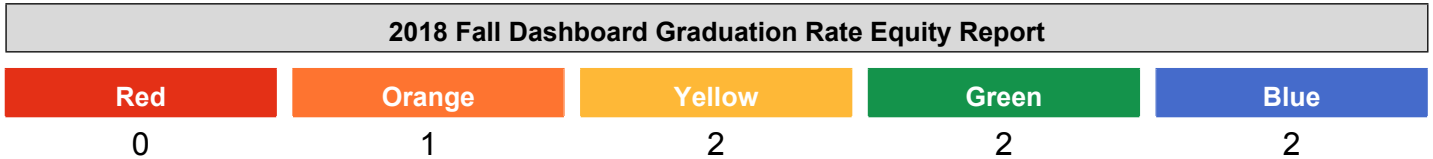
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
94.8% graduated	86% graduated	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Declined -1.8%	4 students
653 students	50 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Green
88.2% graduated	93.8% graduated	84.3% graduated
Maintained -0.2%	Maintained +0.5%	Increased +8.2%
85 students	433 students	70 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
93.2% graduated	Less than 11 Students - Data Not Displayed for Privacy	90% graduated	94.9% graduated
Declined -4.1%	2 students	Declined -4.4%	Declined -5.1%
44 students		20 students	39 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
95.3% graduated	86.4% graduated	Less than 11 Students - Data Not Displayed for Privacy	96.6% graduated
Increased +1.3%	Declined -13.6%	1 students	Increased +1.7%
299 students	44 students		204 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
94.8% graduated	94.8% graduated

Conclusions based on this data:

1. The Hispanic and White sub groups are in the blue for graduation rate.

2. There are two groups (African American and homeless) who are in the yellow.

3. The main focus should be on helping English learners graduate because they are the lowest subgroup and are declining.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	6	1
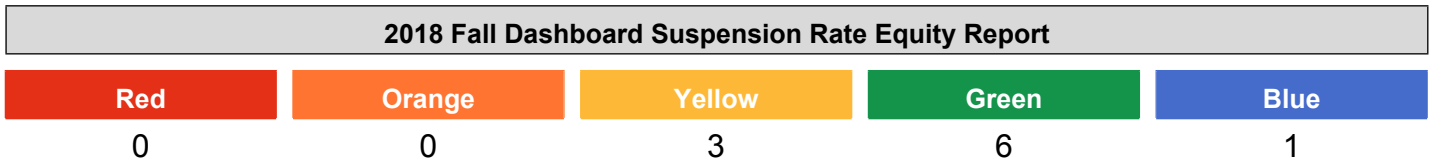
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
3.6% suspended at least once	2.1% suspended at least once	11.1% suspended at least once
Declined -1.4%	Declined -5.5%	Declined -15%
3396 students	243 students	18 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Yellow
4.8% suspended at least once	4% suspended at least once	9.5% suspended at least once
Declined -2.3%	Declined -1.8%	Declined -6.6%
208 students	1890 students	380 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Blue	Green
7.2% suspended at least once	0% suspended at least once	0% suspended at least once	1.3% suspended at least once
Declined -5.3%	11 students	Declined -2.2%	Declined -0.3%
195 students		82 students	154 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Green
3.1% suspended at least once	6.4% suspended at least once	0% suspended at least once	4% suspended at least once
Declined -1.5%	Declined -0.4%	11 students	Declined -0.8%
1664 students	218 students		1061 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.3% suspended at least once	5% suspended at least once	3.6% suspended at least once

Conclusions based on this data:

1. Students with disabilities, African American, and two or more races are suspended at a higher rate than other students.

2. The number of students who are suspended at least once has decreased from 5.3% to 3.6% over the course of three years.

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 math.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2018-19: English Language Arts: green Mathematics- yellow	2019-20: English Language Arts: Maintain green or improve to blue Mathematics- green
Academic Performance- ELA	2018-19: Red: Students with disabilities Orange: Homeless, English Learners, African American Yellow: Socioeconomically Disadvantaged Green: Hispanic, Two or More Races, White	2019-20: Orange: Students with disabilities Yellow: Homeless, English Learners, African American Green: Socioeconomically Disadvantaged Maintain Green or Improve to Blue: Hispanic, Two or More Races, White
Academic Performance- Mathematics	2018-19: Red: English Learners, Students with Disabilities	2019-20: Orange: English Learners, Students with Disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Orange: Homeless, African American Yellow: Socioeconomically Disadvantaged, Hispanic, Two or More Races, White	Yellow: Homeless, African American Green: Socioeconomically Disadvantaged, Hispanic, Two or More Races, White

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

Counselors and staff will work with middle schools to educate students about high school requirements.

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.

200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.1A Mileage
7,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.1B Bus to bring 8th grade students to PVHS for a visit.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide ELPAC training and boot camps for students to increase proficiency.

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.

249	LCFF - Supplemental 4000-4999: Books And Supplies 1.2A Materials and supplies for bootcamp
150	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.2B: Sub for a release day for ELPAC training/ bootcamp

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

All Students

Strategy/Activity

Provide after school tutoring and credit recovery opportunities for students in order to help them achieve proficiency.

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.

5,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.3A: After school tutoring for students

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

All students

Strategy/Activity

Multi-Tiered System Support (MTSS)

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.

1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.4A: Trainings for MTSS
1,200	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.4B: Release time, 8 subs @ $150 a day for teachers to attend MTSS training

500	LCFF - Supplemental 4000-4999: Books And Supplies 1.4C: Incentives for students
500	LCFF - Supplemental 4000-4999: Books And Supplies 1.4D: Materials and supplies for MTSS implementation

Strategy/Activity 5
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.

1,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.5A: Teacher Walk Throughs: 10 subs @ $150
500	LCFF - Supplemental 4000-4999: Books And Supplies 1.5B: Interactive Notebooks to be used in the classroom
1,000	LCFF - Supplemental 4000-4999: Books And Supplies 1.5C: Technological devices or programs to improve instruction in the classroom
3,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.5D: Trainings or conferences for teachers to focus on instructional strategies, checks for understanding, response to intervention, and depth of knowledge
2,000	LCFF - Supplemental 4000-4999: Books And Supplies 1.5E: 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.

Strategy/Activity 6

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

All Students

Strategy/Activity

Academic field trips to support and enhance academic content.

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.

3,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.6A: Buses for field trips
750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.6B: Sub coverage for teachers for field trips
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.6C: Entrance fees for field trips

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Release time and/or hourly pay for teachers including, but not limited to, time to plan or co-plan strategies, review data, participate in professional trainings, plan depth of knowledge lessons to help students 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.

1,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.7A: Sub coverage for teachers (10 subs @ $150 a day)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives for students for academic performance and improvement in academic performance.

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.

200	LCFF - Supplemental 4000-4999: Books And Supplies 1.8A: Incentives including, but not limited to, spirit gear for students with high or improved academic performance.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement teacher-developed common formative assessments (in addition to district benchmarks) to be utilized in the weekly PLCs to focus on data-driven decision-making to ensure student mastery of content standards.

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.

1,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.9A: Sub coverage and/or release time for 10 teachers @ $150 a day for teachers to collaborate, plan, and/or create common formative assessments or for teachers to attend PLC trainings.
200	LCFF - Supplemental 4000-4999: Books And Supplies 1.9B: Materials and supplies for the classroom to aid in planning, preparing, and implementing common formative assessments and improve PLC meetings.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All juniors

Strategy/Activity

Incentive for juniors to improve score on 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.

2,000	LCFF - Supplemental 4000-4999: Books And Supplies 1.10A: In-N-Out truck for last year's juniors if they collectively improved their ELA and math scores by 3%.

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Embed Response to Intervention with authentic checking for understanding by utilizing research-based strategies at DOK levels 3 and 4.

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.

2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.11A: Trainings or conferences for Response to Intervention and checks for understanding.
1,200	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.11B: Sub coverage and/or release time for 8 teachers @ $150 a day for teachers to collaborate on Response to Intervention and checks for understanding
400	LCFF - Supplemental 4000-4999: Books And Supplies 1.11C: Materials and supplies for the classroom to aid in planning, preparing, and implementing Response to Intervention and checks for understanding

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in classes with the highest need for Peer Tutors

Strategy/Activity

Properly train peer tutors to aid students 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.

1,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.12A: Release time for 2 teachers to train peer tutors, 2 teachers for 5 day at $150 a day
150	LCFF - Supplemental 4000-4999: Books And Supplies 1.12B: Materials and supplies for Peer Tutor trainings

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th grade students

Strategy/Activity

Aid students in organizational techniques to ensure success in class.

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

2,000	LCFF - Supplemental 4000-4999: Books And Supplies 1.13A: Student planners

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development Lead

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.

900	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.14A: Release time for the professional development lead to plan and train. Sub coverage at $150 a day for 6 days
480	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.14B: Hourly pay at $48 for 10 hours

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2018-19: College/Career: yellow	2019-20: College/ Career: green
Academic Performance: College/ Career	2018-19: Red: English Learner, Students with Disabilities, African Americans Orange: Homeless, Hispanic Yellow: Socioeconomically Disadvantaged Green: White Declined in percentage 2018: Asian, Two or More Races	2019-20: Orange: English Learner, Students with Disabilities, African Americans Yellow: Homeless, Hispanic Green: Socioeconomically Disadvantaged Blue: White Gain back percentage: Asian (16%), Two or More Races (11%)
Graduation Rate	2018-19: Yellow: Homeless, African American	2019-20: Green: Homeless, African American

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Green: Socioeconomically Disadvantaged, Students with Disabilities Blue: Hispanic, White Declined in Percentage: Asian, Filipino, Two or More Races	Blue: Socioeconomically Disadvantaged, Students with Disabilities Maintain Blue: Hispanic, White Gain Back Percentage: Asian (4.4%), Filipino (5.1%), Two or More Races (13.6%)

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 training and test preparation options to educate and prepare students for college and career readiness.

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.

100	LCFF - Supplemental 4000-4999: Books And Supplies 2.1A: Materials and supplies for test preparation sessions.
100	LCFF - Supplemental 4000-4999: Books And Supplies 2.1B: Incentives for students to attend test preparation sessions.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, but focused on juniors and seniors

Strategy/Activity

Support for College and Career Center

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.

| 300 | LCFF - Supplemental
4000-4999: Books And Supplies
2.2A: Materials and supplies for the college and career center. |

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

| AVID students, all students |

Strategy/Activity

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

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

| 4,000 | LCFF - Supplemental
4000-4999: Books And Supplies
2.3A: Teacher and student incentives and supplies to support AVID school wide in the classroom. |

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

| All Students |

Strategy/Activity

| Provide college readiness activities and events for students in order to increase a college going culture 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.

| 2,000 | LCFF - Supplemental
4000-4999: Books And Supplies
2.4A: T-shirts or other incentives for students who complete FAFSA and the FAFSA celebration |
| 100 | LCFF - Supplemental
4000-4999: Books And Supplies
2.4B: College Pennants |

2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.4C: Buses for college and career field trips for non-AVID students
750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.4D: Sub coverage for teachers during non-AVID college or career field trips.
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.4E: Guest speakers to represent colleges and careers.
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.4F: Lunch for College and Career Day presenters

Strategy/Activity 5

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

All Students

Strategy/Activity

Continue to provide materials and support for the Makerspace.

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.

500	LCFF - Supplemental 4000-4999: Books And Supplies 2.5A: Material and supplies for the Maker Space
1,776	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.5B: Hourly pay @ $48 an hour for 37 hours

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 the staff involvement on campus.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2018-19: Current Rate for All Students: 3.6% Dashboard Status level: Green Dashboard Change: Decreased by 1.4%	2019-20: Decrease Rate for All Students by: 1% Dashboard Status level: Blue
Graduation Rate	2018-19: Current Rate: 94.8% Dashboard Status level: Green Dashboard Change: Maintained	2018-19: Increase Rate by: 1% Dashboard Status level: Blue
Chronic Absenteeism	2018-19: No data available	2019-20 Dashboard Status level: Green

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

Incentives and rewards for students who participate in a positive manner in school related activities, who have good attendance, students who show academic improvement, and students who exemplify our Schoolwide Learner Outcomes (SLOs).

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.

| 500 | LCFF - Supplemental
4000-4999: Books And Supplies
3.1A: PVHS spirit gear or other incentives |
| 1,000 | LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
3.1B: Field trips |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Incentives and rewards for staff who participate in a positive manner in school related activities and exemplify our vision and mission.

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.

| 750 | LCFF - Supplemental
4000-4999: Books And Supplies
3.2A: Incentives and rewards for staff |
| 100 | LCFF - Supplemental
4000-4999: Books And Supplies
3.2B: Raffle prize for teachers who attend after school activities and other school activities in an effort to increase attendance at those events. |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Logistical support items for school activities.

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.

| 200 | LCFF - Supplemental
4000-4999: Books And Supplies
3.3A: Logistical support items including, but not limited to radios and signage |

Strategy/Activity 4
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.

6,000	LCFF - Supplemental 4000-4999: Books And Supplies 3.4A: Material, supplies, and t-shirts for Link and PLUS
300	LCFF - Supplemental 4000-4999: Books And Supplies 3.4B: Materials and supplies for school climate and culture building activities
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 3.4C: Link Crew student conference
300	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.4D: Release time for teachers to plan and implement school climate and culture activities
2,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

	3.5E: Motivational speakers and speakers to address issues including, but not limited to, student vaping and drug use
400	LCFF - Supplemental 4000-4999: Books And Supplies 3.5GF: Materials, supplies, and light snacks for Link Crew training during summer.
3,500	LCFF - Supplemental 4000-4999: Books And Supplies 3.4G: Link Crew incentive trip
300	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.4H: Sub Coverage for incentive trip. 2 subs @ $150 a day.
1,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 3.4I: Buses for incentive trip

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide library resources to provide a safe and supportive space for 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.

300	LCFF - Supplemental 4000-4999: Books And Supplies 3.5A: Materials and supplies for the library

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve school culture throughout the 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.

1,000	LCFF - Supplemental 4000-4999: Books And Supplies 3.6A: Materials and supplies to increase positive visual representations of school culture throughout the campus.

Strategy/Activity 7

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.

250	LCFF - Supplemental 4000-4999: Books And Supplies 3.7A: 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

Increase parental participation by 5% in committees and at school events such as Open House, Back to School Night, PELI, and workshops/ trainings.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Community Aid/ Parent Liaison

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.

59,945	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 4.1A: Community Aid/ Parent Liaison to facilitate communication and activities with parents and the community.

Strategy/Activity 2

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	Source
150	LCFF - Supplemental 4000-4999: Books And Supplies 4.2A: Light snacks for Coffee with the Principal
50	LCFF - Supplemental 4000-4999: Books And Supplies 4.2B: Materials, supplies, and incentives for parent seminars and trainings
150	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 4.2C: Hourly rate for community liaison to host after school trainings: 5 hours @ $30/ hour
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 4.2D: Parent Training including, but not limited to, topics about Mental Health Awareness and Teen Drug Use

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	$135,600.00

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 ($)
LCFF - Supplemental	$135,600.00

Subtotal of state or local funds included for this school: $135,600.00

Total of federal, state, and/or local funds for this school: $135,600.00

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
LCFF - Supplemental	135,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,806.00
2000-2999: Classified Personnel Salaries	60,095.00
4000-4999: Books And Supplies	30,299.00
5000-5999: Services And Other Operating Expenditures	24,400.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,806.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60,095.00
4000-4999: Books And Supplies	LCFF - Supplemental	30,299.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	24,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,579.00
Goal 2	13,626.00
Goal 3	18,600.00
Goal 4	60,795.00

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

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jennifer Thomasian	Principal
Luis Robles	Other School Staff
Marisa Billions	Classroom Teacher
Matthew Davis	Classroom Teacher
Daniel Ruiz	Classroom Teacher
Cecilia Da Silva	Parent or Community Member
Araseli Sally-Cervantes	Parent or Community Member
Nancy Spence	Parent or Community Member
Ivan Lumba	Other School Staff
Taliya Potvin	Secondary Student
Noah Young	Secondary Student
Danielle Eris Andal	Secondary Student

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 13, 2019.

Attested:

[signature]	Principal, Jennifer Thomasian on 5/13/19
[signature]	SSC Chairperson, Dennis Raymond on 5/13/19

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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/

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