School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paloma Valley High School	33-67207-3330727	May 28, 2020	June 17, 2020

Purpose and Description

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

Schoolwide Program

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

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

We have used various methods to compile information from students, parents, and teachers. We have used Google Forms to create surveys to learn parents' views. When needed, we conduct surveys for staff as well to better understand their needs. We have also altered the method of contacting parents as we learned they prefer email versus auto dialers or social media. We have surveyed students regarding the colleges they prefer. Teachers have given us information regarding the types of training they desire and the types of support they need.

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

Classroom observations have been conducted by administrators and teachers. Administrators conduct classroom walk throughs periodically. During these visits it has been observed that teachers enjoy teaching their content and students are engaged in class. Students appear to be engaged in the PLTW Engineering, Bio-Med classes, and the Automotive pathway. Many classrooms have a-g requirement posters and a sign in the window indicating which a-g category the class meets. There are many college posters, pennants, and other college materials posted in classrooms. We have started to implement a more formal teacher with teacher observation process which we implemented in the 2017-18 school year and have continued each year. Teachers were encouraged to visit peer teachers to enhance styles and strategies. Substitutes are provided to any teacher who requested this option.

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.

Not Applicable

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.28%	0.38%	0.38%	9	12	12
African American	5.52%	5.5%	5.2%	176	173	165
Asian	2.41%	2.26%	2.33%	77	71	74
Filipino	4.70%	4.8%	5.39%	150	151	171
Hispanic/Latino	49.08%	49.46%	48.52%	1566	1,556	1,540
Pacific Islander	0.34%	0.35%	0.63%	11	11	20
White	31.28%	31.02%	30.31%	998	976	962
Multiple/No Response	%	%	7.09%			5
			Total Enrollment	3191	3,146	3,174

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	880	823	889
Grade 10	825	862	812
Grade 11	802	744	791
Grade 12	684	717	682
Total Enrollment	3,191	3,146	3,174

Conclusions based on this data:

1. The enrollment at PVHS has increased slightly.

2. There is a small increase in Pacific Islander and Filipino students.

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**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	206	207	166	6.5%	6.6%	5.2%
Fluent English Proficient (FEP)	555	560	602	17.4%	17.8%	19.0%
Reclassified Fluent English Proficient (RFEP)	14	11	29	6.6%	5.3%	14.0%

Conclusions based on this data:

1. The percentage of RFEP students increased in the 19-20 school year.

2. The number of English learners decreased in the 2019-20 school year.

3. The number of FEP students increased in the 2019-20 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	716	739	693	695	711	664	694	711	664	97.1	96.2	95.8
All Grades	716	739	693	695	711	664	694	711	664	97.1	96.2	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2609.	2612.	2636.	27.09	27.99	36.90	35.88	38.68	36.90	21.47	18.85	16.11	15.56	14.49	10.09
All Grades	N/A	N/A	N/A	27.09	27.99	36.90	35.88	38.68	36.90	21.47	18.85	16.11	15.56	14.49	10.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.14	33.76	41.42	47.55	49.09	43.52	19.31	17.16	15.06
All Grades	33.14	33.76	41.42	47.55	49.09	43.52	19.31	17.16	15.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.33	38.26	47.29	41.79	43.74	43.07	19.88	18.00	9.64
All Grades	38.33	38.26	47.29	41.79	43.74	43.07	19.88	18.00	9.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.95	22.50	28.92	59.65	66.10	61.75	13.40	11.39	9.34
All Grades	26.95	22.50	28.92	59.65	66.10	61.75	13.40	11.39	9.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.90	41.21	45.18	46.83	45.43	44.43	15.27	13.36	10.39
All Grades	37.90	41.21	45.18	46.83	45.43	44.43	15.27	13.36	10.39

Conclusions based on this data:

1. Overall, the ELA scores continue to improve.

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 Writing category showed the largest gains.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	716	739	693	698	717	675	698	717	674	97.5	97	97.4
All Grades	716	739	693	698	717	675	698	717	674	97.5	97	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2555.	2560.	2585.	5.87	5.86	12.02	18.34	21.20	25.82	33.09	30.96	28.19	42.69	41.98	33.98
All Grades	N/A	N/A	N/A	5.87	5.86	12.02	18.34	21.20	25.82	33.09	30.96	28.19	42.69	41.98	33.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.76	15.08	23.44	34.38	34.64	33.09	50.86	50.28	43.47
All Grades	14.76	15.08	23.44	34.38	34.64	33.09	50.86	50.28	43.47

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.60	9.92	20.62	48.57	51.12	50.30	42.84	38.97	29.08
All Grades	8.60	9.92	20.62	48.57	51.12	50.30	42.84	38.97	29.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.59	8.51	16.17	61.75	62.48	61.72	30.66	29.01	22.11
All Grades	7.59	8.51	16.17	61.75	62.48	61.72	30.66	29.01	22.11

Conclusions based on this data:

1. Overall, math scores increased in the 2018-19 school year.

2. There was a large increase of the percentage of students who exceeded the standard in the 2018-19 school year.

3. The largest increase to Above Standard was in the Problem Solving and Modeling/ Data Analysis category.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1569.8	1565.2	1589.9	1578.3	1549.2	1551.5	46	45
Grade 10	1570.3	1565.0	1571.5	1580.3	1568.8	1549.2	38	44
Grade 11	1598.2	1557.7	1611.1	1552.7	1584.9	1562.1	58	30
Grade 12	1578.3	1577.7	1582.9	1585.5	1573.1	1569.4	39	33
All Grades							181	152

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	41.30	17.78	23.91	42.22	*	35.56	*	4.44	46	45
10	47.37	34.09	*	20.45	*	22.73	*	22.73	38	44
11	53.45	26.67	29.31	23.33	*	20.00	*	30.00	58	30
12	35.90	21.21	41.03	27.27	*	45.45		6.06	39	33
All Grades	45.30	25.00	28.73	28.95	16.57	30.92	9.39	15.13	181	152

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	60.87	42.22	*	31.11	*	24.44	*	2.22	46	45
10	63.16	45.45	*	18.18	*	18.18	*	18.18	38	44
11	75.86	40.00	*	23.33	*	6.67	*	30.00	58	30
12	58.97	24.24	38.46	60.61	*	12.12		3.03	39	33
All Grades	65.75	38.82	20.99	32.24	8.84	16.45	*	12.50	181	152

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	4.44	28.26	17.78	23.91	60.00	32.61	17.78	46	45
10	*	6.82	28.95	22.73	*	43.18	*	27.27	38	44
11	20.69	10.00	41.38	20.00	25.86	33.33	*	36.67	58	30
12	*	6.06	*	27.27	28.21	48.48	*	18.18	39	33
All Grades	19.89	6.58	32.04	21.71	24.86	47.37	23.20	24.34	181	152

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	47.83	11.11	36.96	75.56	*	13.33	46	45
10	55.26	22.73	*	50.00	*	27.27	38	44
11	53.45	10.00	32.76	60.00	*	30.00	58	30
12	41.03	12.12	43.59	63.64	*	24.24	39	33
All Grades	49.72	14.47	34.81	62.50	15.47	23.03	181	152

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	76.09	82.22	*	15.56	*	2.22	46	45
10	68.42	70.45	*	13.64	*	15.91	38	44
11	87.93	66.67	*	6.67	*	26.67	58	30
12	92.31	87.88	*	9.09		3.03	39	33
All Grades	81.77	76.97	13.81	11.84	*	11.18	181	152

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	4.44	39.13	64.44	47.83	31.11	46	45
10	*	18.18	42.11	47.73	34.21	34.09	38	44
11	25.86	13.33	50.00	50.00	24.14	36.67	58	30
12	*	9.09	53.85	57.58	35.90	33.33	39	33
All Grades	18.78	11.18	46.41	55.26	34.81	33.55	181	152

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	26.09	2.22	54.35	86.67	*	11.11	46	45
10	31.58	9.09	60.53	70.45	*	20.45	38	44
11	44.83	10.00	44.83	70.00	*	20.00	58	30
12	30.77	6.06	69.23	84.85		9.09	39	33
All Grades	34.25	6.58	55.80	78.29	9.94	15.13	181	152

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 the Well Developed category.

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.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3146	**51.5**	**6.6**	**0.5**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	207	6.6
Foster Youth	15	0.5
Homeless	183	5.8
Socioeconomically Disadvantaged	1621	51.5
Students with Disabilities	385	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	173	5.5
American Indian	12	0.4
Asian	71	2.3
Filipino	151	4.8
Hispanic	1556	49.5
Two or More Races	196	6.2
Pacific Islander	11	0.3
White	976	31.0

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 has increased to 12.2% of the student population, which is a large portion of our student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Blue

Mathematics

Green

College/Career

Green

Academic Engagement

Graduation Rate

Blue

Conditions & Climate

Suspension Rate

Green

Conclusions based on this data:

1. Overall performance in English Language Arts is strong.

2. Mathematics has improved since the previous year.

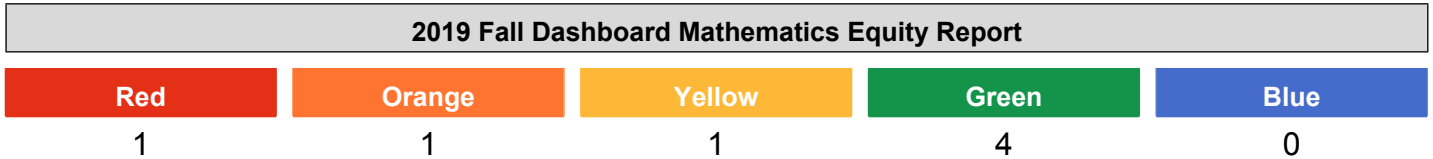**3.** PVHS is blue or green in all categories.

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.

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

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
31.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	133.1 points above standard	109.9 points above standard
Increased Significantly ++35.4 points	3	Increased Significantly ++57.4 points	Increased Significantly ++16.4 points
28		18	36

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Green
41.8 points above standard	81.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.9 points above standard
Increased Significantly ++28 points	Increased Significantly ++42 points	4	Increased ++6.3 points
316	42		192

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.4 points below standard	0.8 points above standard	56.5 points above standard
Declined Significantly -24.1 points	13	Increased Significantly ++19.2 points
24		474

Conclusions based on this data:

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

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

3. There was a significant decline in the current English Learner population.

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.

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

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
79.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	62.6 points above standard	46.3 points above standard
Increased Significantly ++21.8 points	3	Increased Significantly ++69 points	Increased Significantly ++30.4 points
28		18	36
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
58 points below standard	13 points below standard	Less than 11 Students - Data Not Displayed for Privacy	34.9 points below standard
Increased Significantly ++24.7 points	Increased Significantly ++42.2 points	4	Increased ++12.4 points
318	42		198

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
178.8 points below standard	91.8 points below standard	39.2 points below standard
Declined -4 points	13	Increased Significantly ++18.4 points
24		481

**Conclusions based on this data:**

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

2. Students with Disabilities and Current English Learners are the only two categories that showed a decrease.

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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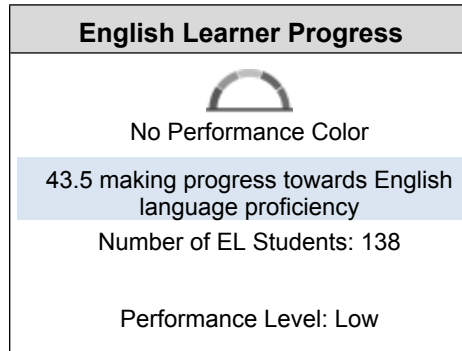
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35	43	14	46

Conclusions based on this data:

1. There are 35 students who decreased a level. This is surprising and should be a focus next year.

2. There are 46 students who improved at least one level.

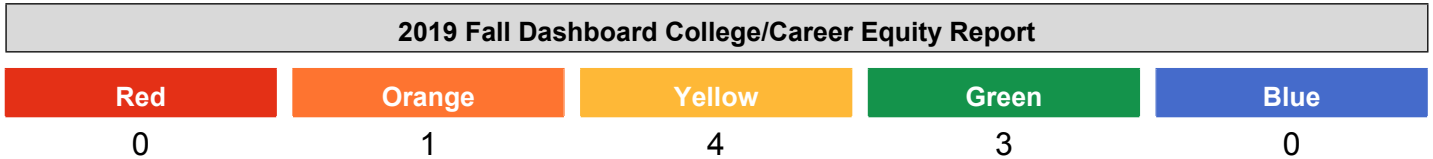3. There are 43 students who did not show any movement.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	3	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
45.5	18.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.7	Increased +10.5	
		4
685	65	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Orange
34.5	43.7	6.9
Increased +6.3	Increased +5.6	Increased +2.7
55	430	72

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
24.5	Less than 11 Students - Data Not Displayed for Privacy	52.6	80
Increased +6.3	1	Increased +7.6	Increased Significantly +15.9
53		19	25

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Yellow
41.1	51.4	0 Students	51.9
Increased +3.7	Increased +12.8		Maintained -1.1
338	35		214

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	42.9 Prepared	45.5 Prepared
Approaching Prepared	24.3 Approaching Prepared	20.1 Approaching Prepared
Not Prepared	32.8 Not Prepared	34.3 Not Prepared

Conclusions based on this data:

1. Overall, there has been improvement.

2. The English Learner students have had a large increase of 10.5.

3. Filipino students showed a significant increase of 15.9.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

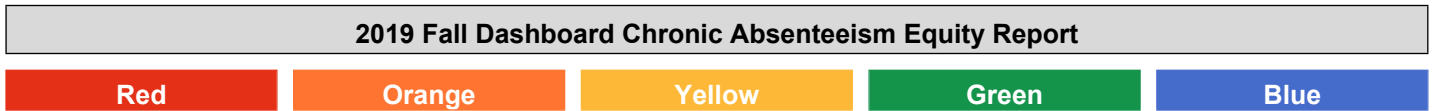**Conclusions based on this data:**

1.

School and Student Performance Data

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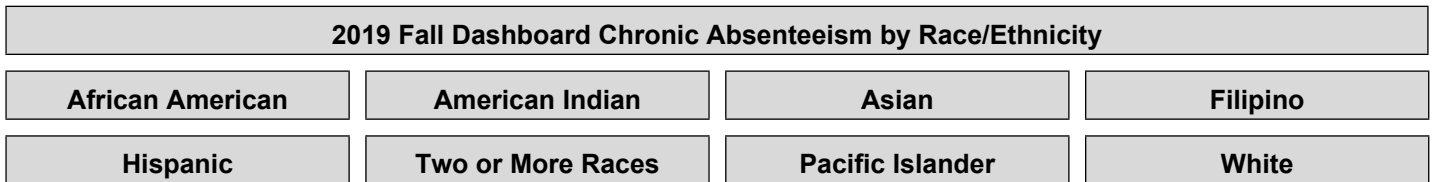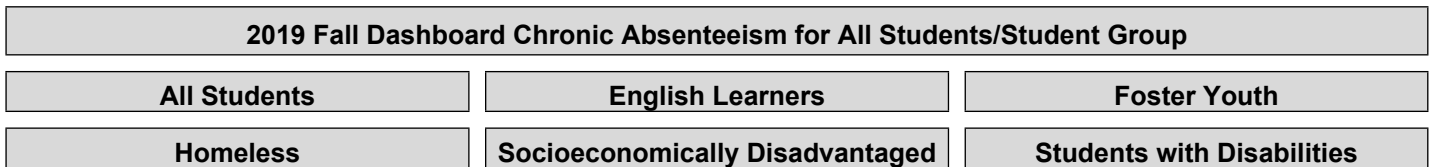
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	5
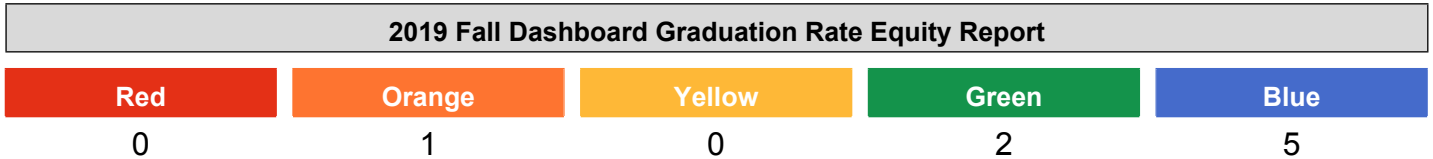
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
96.4	98.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Increased +12.5	
689	68	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Blue	Orange
91.1	95.8	81.1
Increased +2.8	Increased +2.1	Declined -3.2
56	433	74

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
98.1	Less than 11 Students - Data Not Displayed for Privacy	100	100
Increased +4.9	1	Increased +10	Increased +5.1
53		19	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Green	No Performance Color	Blue
96.5	94.3	0 Students	95.3
Increased +1.2	Increased +7.9		Declined -1.2
341	35		214

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
94.8	96.4

Conclusions based on this data:

1. English Learner students had the largest increase of 12.5.

2. Students with Disabilities and White students are the only categories that showed a decline.

3. Students with Disabilities are the only subgroup in the orange.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	2	2	1
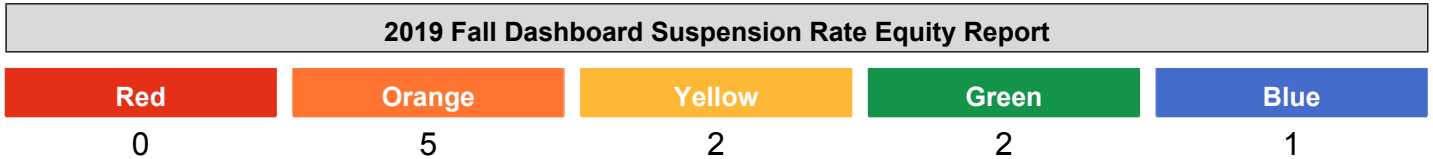
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	Orange
8.9	0	0	1.9
Increased +1.7	Maintained 0	Maintained 0	Increased +0.6
213	12	78	159
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
3.3	1.9	0	3
Maintained +0.2	Declined Significantly -4.6	Maintained 0	Declined -1
1682	215	14	1042

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.6	3.3

Conclusions based on this data:

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

2. The suspension rate decreased from 3.6 to 3.3 since the pervious year.

3. The suspension rate for Students with Disabilities decreased significantly.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Proficiency

LEA/LCAP Goal

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

Goal 1

PVHS will 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

ELA:

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

Math:

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2019-2020: English Language Arts: blue Mathematics- green	2020-2021: English Language Arts: Maintain blue Mathematics- maintain green or move to blue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Performance- ELA	2019-2020: Red: English Learners Orange: Students with Disabilities Green: Homeless, White Blue: Hispanic, Two or More Races, Socioeconomically Disadvantaged	2020-2021: Orange: English Learners Yellow: Students with Disabilities Blue: Hispanic, Two or More Races, White, Two or More Races, Socioeconomically Disadvantaged
Academic Performance- Mathematics	2019-20: Red: Students with Disabilities Orange: English Learners Yellow: Homeless Green: White, Hispanic, Two or More Races	2020-2021: Orange: Students with Disabilities Yellow: English Learners Green: Homeless Blue:White, Hispanic, Two or More Races

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.

Amount(s)	Source(s)
100	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.

Amount(s)	Source(s)
50	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

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.

Amount(s)	Source(s)
500	LCFF - Supplemental 4000-4999: Books And Supplies 1.3A: Materials and supplies for MTSS implementation

Strategy/Activity 4

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

Low performing subgroups in ELA and math

Strategy/Activity

Improve instructional strategies in the classroom to help low performing and struggling students meet a-g requirements, increase class pass rates, and prepare for Common Core and CAASPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.4A: Teacher Walk Throughs: 5 subs @ $150
100	LCFF - Supplemental 4000-4999: Books And Supplies 1.4B: Interactive Notebooks to be used in the classroom
200	LCFF - Supplemental 4000-4999: Books And Supplies 1.4C: Technological devices or programs to improve instruction in the classroom
1,000	LCFF - Supplemental 4000-4999: Books And Supplies 1.4D: 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 5

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.

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.5A: Buses for field trips
750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.5B: Sub coverage for teachers for field trips
100	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures 1.5C: Entrance fees for field trips

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

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.

Amount(s)	Source(s)
1,050	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.6A: Sub coverage for teachers (7 subs @ $150 a day)

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

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.

Amount(s)	Source(s)
200	LCFF - Supplemental 4000-4999: Books And Supplies 1.7A: Incentives including, but not limited to, spirit gear for students with high or improved academic performance.

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

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.

Amount(s)	Source(s)
600	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.8A: Sub coverage and/or release time for 4 teachers @ $150 a day for teachers to collaborate, plan, and/or create common formative assessments or for teachers to attend PLC trainings.

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

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.

Amount(s)	Source(s)
200	LCFF - Supplemental 4000-4999: Books And Supplies 1.9A: Materials and supplies for the classroom to aid in planning, preparing, and implementing Response to Intervention and checks for understanding

Strategy/Activity 10
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 per 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.

Amount(s)	Source(s)
50	LCFF - Supplemental 4000-4999: Books And Supplies 1.10A: Materials and supplies for Peer Tutor trainings

Strategy/Activity 11
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.

Amount(s)	Source(s)
3,553	LCFF - Supplemental 4000-4999: Books And Supplies 1.11A: Student planners

Strategy/Activity 12
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.

Amount(s)	Source(s)
96	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.12A: Hourly pay at $48 for 2 hours

50	LCFF - Supplemental 4000-4999: Books And Supplies 1.12B: Materials and supplies for professional development trainings

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We had made movement towards spending all of the money allocated in this goal until school closed mid March due to Covid-19. The largest amount of money that was unused due to Covid-19 was the $7,000 for the buses to bring the 8th graders. This was a planned event, but was cancelled when school closed.

The proficiency rate (Standard Met or Exceeded) in PVHS increased to 74% as measured by the 2019 administration of the CAASPP in comparison to a 67% proficiency rate in 2018.

The percent of student scoring below proficient in PVHS decreased (-5% points) from 15% during the spring 2018 administration of the CAASPP to 10% as measured by the 2019 CAASPP results for ELA.

There was an Increase the Dashboard Academic Indicator in PVHS by 24.7 points as measured by the 2019 spring administration of the CAASPP in comparison of a 4 point increase in the spring of 2018. .

The overall Distance from Standard (scale score) in PVHS increased by 24.4 points from 30.6 points above standard in the spring of 2018 to 55 points above standards as measured by the CAASPP in the spring of 2019.

The proficiency rate (Standard Met or Exceeded) in PVHS increased by 11% to 38% as measured by the 2019 administration of the CAASPP in comparison to a 27% proficiency rate in 2018.

The percent of student scoring below proficient in PVHS decreased (-8% points) from 42% during the spring 2018 administration of the CAASPP to 34% as measured by the 2019 CAASPP results for ELA.

There was an increase the Dashboard Academic Indicator in PVHS by 25.8 points as measured by the 2019 spring administration of the CAASPP in comparison to a 5.7 point increase in the spring of 2018. .

The overall Distance from Standard (scale score) in PVHS decreased by 26.2 points from 65.7 points below standard in the spring of 2018 to 39.5 points below standards as measured by the CAASPP in the spring of 2019.

The percent of EL students not meeting standard fell from 95% in 2018 to 85% in 2019.

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

The conference money that was originally separated into multiple categories was used mostly for the PLC training. The other major changes were the items that were cancelled due to school

closures. The following items were cancelled due to school closures in March: 1.1A, 1.1B, part of 1.3A, part of 1.6A, part of 1.6B, and part of 1.6C.
The professional development lead did not use all of the money in 1.14A and B.
We used $3,771,00 for 1.13A (student planners) which was more than the originally budgeted amount.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The money towards all of the goals has been reduced based on significant budget cuts. School Site Council (SSC) voted to reduce the amount of money going towards trainings and conferences. Additionally, we have removed the after school tutoring from the budget based on discussions during the School Site Council meetings and budget cuts. Although the after school tutoring was helpful to some students, there were very few who attended the tutoring on a regular basis. We have other ideas of how we can incorporate tutoring students. The In-N-Out truck for juniors was also cut because there was no testing this year and during discussions during SSC, the students shared that the off campus lunch was a larger motivator than the food truck.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Post-Secondary and Career Options

LEA/LCAP Goal

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

Goal 2

PVHS will increase the graduation rate by 1%.
PVHS will increase a-g completion rate by 5%.
PVHS will work to increase enrollment African American students in Dual Enrollment and AP classes by 5%.
PVHS will have 50+% of seniors meeting a-g requirements.
PVHS will increase AVID participants by 10%.
PVHS will prepare students for college algebra courses.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Performance	2019-2020: College/Career: green	2020-2021: College/ Career: blue
Academic Performance: College/ Career	2019-2020: Orange: Students with Disabilities Yellow: English Learners, Homeless, African American, White Green: Socioeconomically Disadvantaged, Hispanic, Two or More Races	2020-2021: Yellow: Students with Disabilities Green: English Learners, Homeless, African American, White Blue: Socioeconomically Disadvantaged, Hispanic, Two or More Races
Graduation Rate	2019-2020:	2020-2021:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Orange: Students with Disabilities Green: Homeless, Students with Disabilities, Two or More Races Blue: English Learners, Socioeconomically Disadvantaged, African American, Hispanic, White	Yellow: Students with Disabilities Blue: Homeless, Students with Disabilities, Two or More Races, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, 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

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.

Amount(s)	Source(s)
50	LCFF - Supplemental 4000-4999: Books And Supplies 2.1A: Materials and supplies for test preparation sessions.
50	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.

Amount(s)	Source(s)
100	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.

Amount(s)	Source(s)
1,900	LCFF - Supplemental 4000-4999: Books And Supplies 2.3A: AVID student planners
1,400	LCFF - Supplemental 4000-4999: Books And Supplies 2.3B: AVID Stoles
350	LCFF - Supplemental 4000-4999: Books And Supplies 2.3C: AVID Graduation Medallions
800	LCFF - Supplemental 4000-4999: Books And Supplies 2.3D: AVID Success Incentives
3,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.3E: 4 Day Field Trips
2,250	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.3F: Southern California Overnight Field Trip
3,550	LCFF - Supplemental

Amount(s)	Source(s)
	5000-5999: Services And Other Operating Expenditures 2.3G: Northern California Overnight Field Trip
3,150	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.3H: Sub Costs for all field trips
795	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.3I: Meal Reimbursement for Overnight Field Trips
1,800	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.3J: Release time for 2 AVID planning days (6 subs each day for a total of 12 subs at $150 a day)

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.

Amount(s)	Source(s)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies 2.4A: T-shirts or other incentives for students who complete FAFSA and the FAFSA celebration
50	LCFF - Supplemental 4000-4999: Books And Supplies 2.4B: College Pennants
100	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.4C: Guest speakers to represent colleges and careers.
100	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	2.4D: 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.

Amount(s)	Source(s)
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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most of the categories were spent in the 2019-2020 school year from Goal # 2. There were some strategies/ activities that did not get used due to school closures in mid-March due to Covid-19. The test preparation money was not used. The AVID money, field trip money, guest speaker money, and Maker Space money were all used. Teachers and students were able to participate in enrichment activities because of this money being available to them.
Paloma Valley's overall College/Career Indicator success increased by 2.7% from 2018 to 2019 as measured by the California Dashboard.
Paloma Valley's overall graduation rate increased by 1.6% from 2018 to 2019.
The percentage of students scoring at least a 3 on at least one AP exam increased from 46% to 48%.
PVHS has a 3 year increase in students Dual Enrolled with MSJC from 139 students in 2017-18 to 232 students in 2019-20.

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

The main change between what was budgeted and what was spent was the inability to use some of the money due to school closures in mid-March due to Covid-19. We did not use the College and Career Day money (2.4F) or all of the FAFSA celebration money (2.4A). These were planned, but cancelled due to school closure. We did not do the test preparation sessions in 2.1A and B.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The money towards all of the goals has been reduced based on significant budget cuts. There will be less money towards all of the categories in this section except for AVID. The AVID program has historically been funded through the district office. Due to budget cuts, the district office will no longer provide the same amount of money towards the program with the understanding that the school sites will incorporate AVID expenses into their budget. After viewing the AVID coordinator's proposed budget, School Site Council decided to budget $20,000 towards maintaining the AVID program at PVHS. The AVID coordinator organized how best to spend that money and the SSC has approved it.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Positive Learning Environment

LEA/LCAP Goal

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

Goal 3

50% of students will be aware of the Student Learner Outcomes.
Improve our score for student connectedness on the California Healthy Kids Survey to 90% or better.
PVHS will increase the number of students participating in a positive manner on campus (clubs, sports, etc) by 5%.
PVHS will reduce the number of discipline referrals by 5%.
PVHS will increase parental and community involvement on campus by 5%.
PVHS will increase the staff involvement on campus.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2019-2020: Current Rate for All Students: 3.3% Dashboard Status level: Green Dashboard Change: Declined by .3%	2020-2021: Decrease Rate for All Students by: 1% Dashboard Status level: Blue
Graduation Rate	2019-2020: Current Rate: 96.4% Dashboard Status level: Blue Dashboard Change: Increased 1.6%	2020-2021: Increase Rate by: 1% Dashboard Status level: Blue
Chronic Absenteeism	2019-2020: No data available	

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

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

All Students

Strategy/Activity

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.

Amount(s)	Source(s)
200	LCFF - Supplemental 4000-4999: Books And Supplies 3.1A: PVHS spirit gear or other incentives

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.

Amount(s)	Source(s)
50	LCFF - Supplemental 4000-4999: Books And Supplies 3.2A: Incentives and rewards for staff for participating in school culture activities

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.

Amount(s)	Source(s)
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.

Amount(s)	Source(s)
5,800	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
300	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures 3.4C: Motivational speakers and speakers to address issues including, but not limited to, student vaping and drug use
3,500	LCFF - Supplemental 4000-4999: Books And Supplies 3.4D: Link Crew incentive trip
300	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	3.4E: Sub Coverage for incentive trip. 2 subs @ $150 a day.
1,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 3.4F: 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.

Amount(s)	Source(s)
200	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.

Amount(s)	Source(s)
200	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.

Amount(s)	Source(s)
250	LCFF - Supplemental 4000-4999: Books And Supplies 3.7A: CADA school membership renewal for 3 teachers.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most of the categories were spent in the 2019-2020 school year from Goal # 3. There were some strategies/ activities that did not get used due to school closures in mid- March due to Covid-19. The link and Plus programs used all of their funding towards student engagement activities. These two programs have always used the money allotted to provide students with engaging and enriching activities. The library was able to purchase a new laminator for all teachers to use for activities, posters, etc. in the classroom. The principal started a teacher recognition program with certificate and wildcat pins which improved morale among teachers.

There was a decrease on the Dashboard for Suspension Rates by 0.3% as measured by by the spring administration of the CAASPP in comparison to a 1.4% decrease the previous year. This puts PVHS Suspension rate at overall 3.3% in the green category of Dashboard.
Suspension rate for students with disabilities declined 2.5% from 2018 to 2019.
Suspension rate for students of two or more races declined 4.5% from 2018 to 2019.
0% of Asian students were suspended in 2019 or 2018.

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

There were some strategies/ activities that did not get used due to school closures in mid- March due to Covid-19. The largest unspent item was the Link Crew incentive trip (3.4G, H, and I). The

trip was cancelled due to school closures. The money for motivational speakers was not used (3.5E).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The money towards all of the goals has been reduced based on significant budget cuts. The summer activities for Link were removed due to anticipated school closures during the summer and moved to the general category for Link and Plus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Community Involvement

LEA/LCAP Goal

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

Goal 4

4a. Establish family friendly volunteer policies to recruit and organize help and support from parents.
4b. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.
4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
4d. Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation: 3,851 as of March 13, 2020 (School closures due to Covid-19)	Increase parent participation by 1%
California Healthy Kids Survey: Parent Survey	2019-20: Not administered due to school closures	2020-21: Increase parent survey responses by 3%
Social Media	2019-20: FaceBook Followers: 3275 Twitter Followers: 1853 Instagram Followers: 2899	2020-2021: Increase social media followers by 1%

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

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

All Students

Strategy/Activity

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.

Amount(s)	Source(s)
61,965	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(s)	Source(s)
75	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
100	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

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most of the categories were spent in the 2019-2020 school year from Goal # 4. There were some strategies/ activities that did not get used due to school closures in mid- March due to Covid-19. The community aid worked with parents and the community to help bring parents on campus and provide activities for parents. The principal regularly held Coffee with the Principal meetings to meet with parents and community members. We developed Parent Chat to connect with parents. We also had a consistent social media presence on multiple platforms.

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

We increased the amount in strategy 4.2B to $400 to purchase PELI shirts for parents.
We moved the money from 4.2D to 4.2A to have a parent college field trip.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There was an small increase in the amount budgeted for 4.1A per the district office. There was a reduction in all 4.2 categories due to budget cuts.

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	$115,260.00

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	$115,260.00

Subtotal of state or local funds included for this school: $115,260.00

Total of federal, state, and/or local funds for this school: $115,260.00

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	115,260.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,522.00
2000-2999: Classified Personnel Salaries	62,115.00
4000-4999: Books And Supplies	22,928.00
5000-5999: Services And Other Operating Expenditures	19,395.00
5800: Professional/Consulting Services And Operating Expenditures	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,522.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	62,115.00
4000-4999: Books And Supplies	LCFF - Supplemental	22,928.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	19,395.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,499.00
Goal 2	22,921.00
Goal 3	12,500.00
Goal 4	62,340.00

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:

	Principal, Jennifer Thomasian on 5/13/19
	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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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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