

School Year: **2021-22**

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
Pioneer Valley High School	42-69310-0102285	February 10, 2022	Pending

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.

The School Site Council of Pioneer Valley works with parents, staff, and students to support the LCAP goals and supports the vision and mission statements.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The School Site Council made decisions for expenditures based on the overall impact schoolwide. Focus is given to data reports of Smarter Balanced Assessment data, CAASP data, attendance rates, graduation rates, UC A-G completion rates, reclassification rates, Seal of Biliteracy rates, and other data. We also use district, DELAC, ELAC, Panorama and other surveys. School decisions support the District Strategic Plan and LCAP goals. The District Strategic Plan incorporates stakeholders with equal representation from parents, students, community members, certificated teachers, classified members and administration. This input determined priorities and needs and established the core values, vision statement and overall focus areas of our district and schools.

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 are conducted by administration on a regular basis. Weekly "walk through" visits by administration through classrooms allow for short, brief, exposure to current lessons in departments and interaction. Formal evaluations are done via the certificated contract every other year or by arrangement as needed. Certificated evaluations are conducted in alignment with the certificated contract. Staff are evaluated every other year with attention to a) Pupil progress towards standards of expected achievement b) Instructional techniques/strategies c) Adherence to curricular objectives and d) suitable learning environment.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The District Office provides the most recent high school standards-aligned textbooks for all students. Research-based programs are implemented in the ELA and math intervention classes. District-wide collaboration to create Curriculum Calendars and Common Formative Assessments in ELA, math, science, social science are in process using Formative as the Learning Management System to house CFAs. Renaissance Learning is the assessment tools for progress monitoring and are used to monitor all English, math, special education and current intervention courses. All ninth graders are tested four times each year for progress monitoring and intervention classes have the option to test more frequently to measure growth. Testing is used for all students to place students in courses properly.

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

Common formative assessments are done regularly in core classes to assess test data. Support and elective departments incorporate integrated performance assessment and performance-based tasks for student growth. Teachers on special assignment monitor student progress in all English, and math intervention courses. An EL TOSA was introduced in Fall 2022 to monitor EL students and especially be of assistance when staff may believe a student has been misplaced or may not be ready to transition from newcomer to other classes. Intervention courses are offered as needed to teach concepts and bring students to grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the PVHS staff is credentialed to work with English Learners.

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

PVHS is a Title I school. 10% of all categorical dollars are pre-determined for staff development opportunities. Since COVID in March of 2020, there has been an emphasis placed on student mental health. Professional development was introduced with a training of all mental health resources available on campus during Fall of 2021 return, and the introduction of two MFTs at our site for the Spring of 2022. Fall of 2022 district funding purchased the introduction of additional mental health training through an online navigator KOGNITO, and a total of three MFTs are now employed full time at the site.

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

The district bell schedule has professional development embedded into each Monday as an early out day for students. This allows departments to meet, discuss curriculum, assess student performance, and decide on and improve Common Formative Assessments (CFAs) and Curriculum Calendars. For the current year, all departments are using release time and Professional Learning Community time to align common practices in each course. PVHS teachers review CFAs, share best practices, and revisit pacing guides and curriculum.

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

The majority of training for specific online programs is offered by the district technology tosa as needed. Example of schoolwide programs include Canvas, Formative, Xello, Read 180, website development, Renaissance Learning and numerous other programs that can be found as links on our website. Since the substitute teacher shortage has continued after covid, it is up to staff to take advantage of the Monday early release days to use learn new content and to access the many video tutorials available to all staff made our site tech tosas.

Pioneer Valley has almost a dozen Bilingual Instruction Aides that have a specific schedule throughout the six-period day that partners them with the students who have the least English-speaking ability. This additional layer of support offers assistance in the classroom and after school for tutoring. The aides have an established relationship with the students in their classes and are a valuable resource for the teachers. Tasks in the classroom specifically focus on academic assistance and language support.

Instructional aides are in every Special Education classroom with multiple aides in the severely handicapped classrooms. Many special education students have a 1:1 aide assigned to them to assist with various physical and emotional need and to align with their IEP.

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

Teacher collaboration occurs every Monday on the early out student days. Departments meet every Monday, take minutes, and share those with administration.

As far as collaboration with 8th graders from our local feeder district (not unified with us), after a three-year absence of any articulation with the local elementary feeder district, SMJUHSD has hired an articulation TOSA who works at the district office. While this position is still establishing duties, one of her first assignments is to create an introductory video for the incoming 8th graders, and to establish expectations regarding the registration process for 8th graders.

Articulation with the local community college Allan Hancock has grown over the past two years by site pursuit. As we have courses or staff with qualifications, meetings have been requested and accepted as evidenced by the increase in dual enrollment classes in various departments at PVHS. Additional meetings occur every 6-8 weeks for administrators and counselors.

Teaching and Learning

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

A new management position was hired at the district office called the Director of Teaching and Learning in Fall of 2021. That position works under the Assistant Superintendent of Curriculum and Instruction.

Thus far, the position has hired a new data analyst to pull data and best determine the course of action for the development of the common assessments to be placed in the Formative program.

Since the absence of CAASPP data for the 2020 and 2021 school year, the most recent test standardized test data after covid is considered our new baseline and we know that we have a way to go to improve. All data reports regarding student achievement and specific information regarding sub-group comparison such as English Learners and Special Education are low in the district, county and statewide and there is a need to monitor and/or possibly increase students mental health support.

Pioneer Valley is a 1:1 tablet initiative school with all staff and students having a wireless tablet to use at school. Students keep their tablet throughout their four years and are provided assistance at any time thanks to the classified student tablet support position located in the library. The school is equipped with wireless capability throughout the campus and all students and staff have an email and storage account through the "cloud." Students without internet at home are provided a Kajeet hot spot.

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

not applicable

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

not applicable

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

The District Office provides the high school standards-aligned textbooks for all students.

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

The SMJUHSD adheres to the Williams Act and all students have access to standards-aligned materials. This is approved monthly by our board and we have had zero complaints throughout my eleven-year tenure as principal.

Opportunity and Equal Educational Access

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

PVHS offers remediation classes to all students as needed. Numerous levels of placement are offered for English and math and additional support classes are offered for Special Education and second language students. Support personnel include a school psychologist, an attendance specialist, community liaison, nurse, health technician, school resource officer, probation officer, six college counselors, a career technician, three guidance technicians, EAOPS counselor, part time ROP coordinator, and two Allan Hancock representatives who are on site several days per week. The Student Assistance Program (SAP) provides an avenue where staff can recognize that a student may need additional support and forms are turned in to an Assistant Principal where a formal meeting is held and needs are determined.

Evidence-based educational practices to raise student achievement

Counselors follow the required district course assignments for each grade. Students are encouraged to go above and beyond to meet A-G requirements and have a rigorous schedule all four years. Regular parent information meetings are held monthly and are tailored to be grade specific and relevant. For example, ninth grade focus is on the four year requirements, services offered and basic information while junior and senior meetings focus on college and financial aid information. Counselors meet weekly with their administrator to focus on registration, course changes, increase of student achievement and providing data to all stakeholders on site.

To meet graduation requirements and recover lost credits, support is provided through ELD courses, Direct Instruction, Migrant Program, On-Track Credit Recovery (OTCR), REACH Program, and the PLATO Lab.

Parental Engagement

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

ELAC
DELAC
Parent/Teacher Night
Parents on a Mission
PIQE
Link Crew
AVID
Upward Bound
Before and After School Tutoring by high academic performing students paid for through Title 1 and LCAP resources
Cal-Soap
EAOPS counselor
Fighting Back outreach liaison
Homeless and Foster Youth liaison
District Strategic Planning Committee / DSPC
School Site Council
PVHS Boosters
Educational Talent Search / ETS
LCAP/LCFF Steering Committee
Parent Portal
Website

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

All stakeholders have an opportunity to provide input for the use of categorical funds allocated to the school through the School's Site Council. An annual evaluation is completed each year to review campus needs based on data analysis and ongoing program review. The information is available year-round on the school website and all meeting dates, members, agendas and minutes are posted within a month of each meeting.

Funding

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

After-school tutoring
AVID training for teachers
Rosetta Stone for EL students (software to support language acquisition)
Junior High registration dates (ensure correct placement of 9th grade students)
Junior High testing and placement of ninth grade students
Professional development for teachers including off site conferences
On Track Credit Recovery teaching positions for credit recovery classes for students
College Counselor intervention counselors (portion of salary)
Community liaison (portion of salary)
English/Math TOSA (portion of salary)
Extended Learning Opportunity (portion of salary)

Fiscal support (EPC)

Pioneer Valley High School receives funding through ADA and is a Title I school. Title I funds are directed toward supporting portions of salaries to staff members who directly support students and their achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SPSA is evaluated yearly by the School Site Council. School Site Council meets monthly, approves the budget, and each month reviews data from various areas that are supported. Examples include

- 1) Ren Learn placement data - summaries including individual student, teacher class summary, like classes, like grade levels, and departments
- 2) AP scores- These are broken down by individual course. Components such as study methods, staff trainings and test preparation are shared.
- 3) Hancock Credit courses- Each year the AHC college credit pathways vary based on instructor prerequisite, newly completed requirements, and new agreements between our district and local Alan Hancock College.
- 4) A-G completions - Each year, departments rewrite courses to become A-G approved. This course sequencing changes requires training of counselors and departments and educating the students so they are aware of various pathways offered at each school.
- 5) CTE pathway completers- These are calculated by department to determine the most productive and highest departments with completers.

The SSC receives information directly from department chairs, ELAC members, LCAP advisory committee, and parent advisory committee. Each of these groups provide information regarding the focus areas and these are used to determine priorities.

Resource Inequities

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

PVHS has identified that our English Learners and our students with disabilities score lower than any other group. This is consistent across the other district schools, other local districts, and across the county and state.

Math scores are consistent across the state of California. It is difficult for students that have not reached Algebra 2 level to perform at a level of meeting standards because the test covers much of Algebra 2 material. Challenges require that students often take 2 math or 2 English classes to try to get students to grade level.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.18%	0.17%	0.2%	5	5	5
African American	0.54%	0.48%	0.3%	15	14	10
Asian	1.22%	0.95%	0.8%	34	28	25
Filipino	2.74%	2.38%	1.9%	76	70	57
Hispanic/Latino	91.35%	92.06%	93.2%	2,536	2,713	2,828
Pacific Islander	0.14%	0.07%	0.1%	4	2	2
White	3.03%	3.05%	2.9%	84	90	87
Multiple/No Response	0.29%	0.41%	0.2%	8	12	5
Total Enrollment				2,776	2,947	3,033

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	833	864	803
Grade 10	683	829	854
Grade 11	673	627	791
Grade 12	587	627	585
Total Enrollment	2,776	2,947	3,033

Conclusions based on this data:

1. Hispanic/Latinos are our highest population subgroup.
2. PVHS continues to grow while our facilities have not.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	428	468	469	15.4%	15.9%	15.50%
Fluent English Proficient (FEP)	1,594	1,707	1,838	57.4%	57.9%	60.60%
Reclassified Fluent English Proficient (RFEP)	88	39	67	17.4%	9.1%	2.20%

Conclusions based on this data:

1. The number of students varies each year and they are not the same students each year.
2. The number of FEPs has increased slightly with each school year.
3. The number of RFEPs has decreased each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	573	606	746	560	597	0	560	597	0	97.7	98.5	0.0
All Grades	573	606	746	560	597	0	560	597	0	97.7	98.5	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2590.	2605.		18.39	25.29		37.32	35.85		29.46	23.95		14.82	14.91	
All Grades	N/A	N/A	N/A	18.39	25.29		37.32	35.85		29.46	23.95		14.82	14.91	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.46	31.16		57.14	46.90		23.39	21.94	
All Grades	19.46	31.16		57.14	46.90		23.39	21.94	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.36	37.35		50.18	45.06		19.46	17.59	
All Grades	30.36	37.35		50.18	45.06		19.46	17.59	

2019-20 Data:

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

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	14.46	17.42		68.39	69.85		17.14	12.73	
All Grades	14.46	17.42		68.39	69.85		17.14	12.73	

2019-20 Data:

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	37.68	37.86		45.89	46.40		16.43	15.75	
All Grades	37.68	37.86		45.89	46.40		16.43	15.75	

2019-20 Data:

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

Conclusions based on this data:

1. There is no standardized test data since 2019.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	574	606	746	562	597	0	562	597	0	97.9	98.5	0.0
All Grades	574	606	746	562	597	0	562	597	0	97.9	98.5	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2535.	2566.		3.91	9.88		16.01	18.76		24.38	28.98		55.69	42.38	
All Grades	N/A	N/A	N/A	3.91	9.88		16.01	18.76		24.38	28.98		55.69	42.38	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	9.79	18.43		24.56	29.48		65.66	52.09				
All Grades	9.79	18.43		24.56	29.48		65.66	52.09				

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	7.83	14.07		42.17	50.92		50.00	35.01				
All Grades	7.83	14.07		42.17	50.92		50.00	35.01				

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.72	14.07		54.63	52.43		36.65	33.50	
All Grades	8.72	14.07		54.63	52.43		36.65	33.50	

2019-20 Data:

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

Conclusions based on this data:

- 1.

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Grade 9		1527.0		1527.5		1526.0		133
Grade 10		1542.2		1543.9		1540.0		146
Grade 11		1541.5		1540.9		1541.7		84
Grade 12		1515.3		1496.3		1533.8		60
All Grades								423

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		20.31		32.03		24.22		23.44		128
10		15.97		31.94		35.42		16.67		144
11		12.05		28.92		31.33		27.71		83
12		13.79		22.41		29.31		34.48		58
All Grades		16.22		30.02		30.27		23.49		413

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		38.28		29.69		14.06		17.97		128
10		33.33		33.33		20.14		13.19		144
11		31.33		37.35		10.84		20.48		83
12		24.14		27.59		18.97		29.31		58
All Grades		33.17		32.20		16.22		18.40		413

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9										
10										
11										
12										
All Grades										

9		4.69		22.66		35.16		37.50		128
10		4.17		20.14		42.36		33.33		144
11		4.82		14.46		34.94		45.78		83
12		3.45		20.69		37.93		37.93		58
All Grades		4.36		19.85		38.01		37.77		413

Listening Domain										
Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21		
9		5.51		65.35		29.13				127
10		6.99		62.94		30.07				143
11		3.66		59.76		36.59				82
12		3.45		63.79		32.76				58
All Grades		5.37		63.17		31.46				410

Speaking Domain										
Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21		
9		68.75		11.72		19.53				128
10		72.92		13.89		13.19				144
11		71.08		14.46		14.46				83
12		44.83		20.69		34.48				58
All Grades		67.31		14.29		18.40				413

Reading Domain										
Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21		
9		10.16		43.75		46.09				128
10		9.72		43.06		47.22				144
11		4.88		39.02		56.10				82
12		8.62		48.28		43.10				58
All Grades		8.74		43.20		48.06				412

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		2.40		72.00		25.60		125
10		0.70		79.02		20.28		143
11		12.35		61.73		25.93		81
12		12.07		51.72		36.21		58
All Grades		5.16		69.53		25.31		407

Conclusions based on this data:

1. There is only one year of ELPAC data.
2. There are 423 EL students in our school of 3,003.
3. It would be ideal to have additional years of data to make comparisons.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3033	79.2	15.5	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	469	15.5
Foster Youth	12	0.4
Homeless	558	18.4
Socioeconomically Disadvantaged	2403	79.2
Students with Disabilities	292	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.3
American Indian or Alaska Native	5	0.2
Asian	25	0.8
Filipino	57	1.9
Hispanic	2828	93.2
Two or More Races	5	0.2
Native Hawaiian or Pacific Islander	2	0.1
White	87	2.9

Conclusions based on this data:

1. Over 80% of PVHS is socioeconomically disadvantaged.

2. PVHS has a small number of foster youth.
3. Our school has grown by almost 300 students since this data was published.






School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. The rates for graduation, ELA performance, low suspensions, and college and career readiness all show very positive performance rates pointing in the green area.
2. Math is an area of need for our school, our district, our county, and across the state.
3. The fall dashboard no longer has fine performance areas and should be reflected as four instead.

School and Student Performance Data

Academic Performance English Language Arts

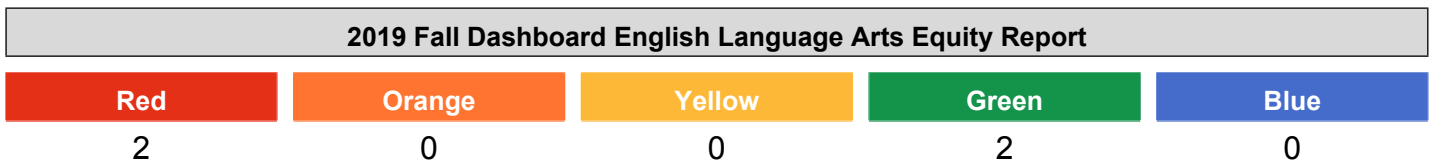
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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		
<p>All Students</p> Green 23.5 points above standard Increased ++14.7 points 598	<p>English Learners</p> Red 80.1 points below standard Declined Significantly -22.8 points 120	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 19.2 points below standard Increased Significantly ++50.6 points 82	<p>Socioeconomically Disadvantaged</p> Green 15.5 points above standard Increased ++12.8 points 500	<p>Students with Disabilities</p> Red 109.8 points below standard Declined Significantly -31.7 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 63.2 points above standard Declined -10.9 points 25
Hispanic	Two or More Races	Pacific Islander	White
 Green 20.5 points above standard Increased Significantly +16.8 points 544	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 59.6 points above standard Declined -5.7 points 14

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
119 points below standard Declined Significantly -19.8 points 70	25.6 points below standard Declined -13.1 points 50	39.8 points above standard Increased Significantly +20.2 points 169

Conclusions based on this data:

- All students and students who were socioeconomically disadvantaged showed gains and scored in green area.
- EL students and students with disabilities decreased.

School and Student Performance Data

Academic Performance Mathematics

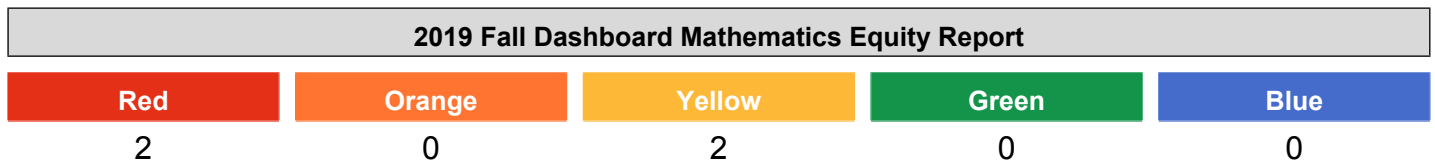
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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		
<p>All Students</p> Yellow 60.8 points below standard Increased Significantly ++20.6 points 598	<p>English Learners</p> Red 157.2 points below standard Declined -9.2 points 120	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 103 points below standard Increased Significantly ++12.6 points 82	<p>Socioeconomically Disadvantaged</p> Yellow 68 points below standard Increased Significantly ++26.2 points 500	<p>Students with Disabilities</p> Red 191.4 points below standard Declined Significantly -42.4 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 9.7 points above standard Increased Significantly +125.6 points 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65.4 points below standard Increased Significantly +130 points 544	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 45.1 points below standard Maintained -2.7 points 14

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
179.2 points below standard Declined -6 points 70	126.3 points below standard Declined -5.2 points 50	52.4 points below standard Increased Significantly +132.2 points 169

Conclusions based on this data:

- All students and those who were socioeconomically disadvantaged scored at an average range.
- EL students and students with disabilities scored below average and decreased.

School and Student Performance Data

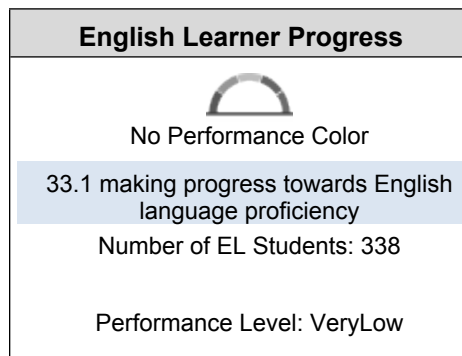
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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
20.4	46.4	0.2	32.8

Conclusions based on this data:

- This indicator has changed since 2019.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	555	100
African American	4	0.7
American Indian or Alaska Native	1	0.2
Asian	15	2.7
Filipino	6	1.1
Hispanic	512	92.3
Native Hawaiian or Pacific Islander		
White	11	2
Two or More Races	1	0.2
English Learners	109	19.6
Socioeconomically Disadvantaged	493	88.8
Students with Disabilities	55	9.9
Foster Youth	4	0.7
Homeless	90	16.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	54	9.8
African American		
American Indian or Alaska Native		
Asian	4	26.7
Filipino		
Hispanic	45	8.8
Native Hawaiian or Pacific Islander		
White	1	10
Two or More Races		
English Learners	1	0.9
Socioeconomically Disadvantaged	43	8.8
Students with Disabilities	0	0
Foster Youth		
Homeless	4	4.5

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

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

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	230	41.4
African American		
American Indian or Alaska Native		
Asian	5	33.3
Filipino		
Hispanic	215	42
Native Hawaiian or Pacific Islander		
White	5	45.5
Two or More Races		
English Learners	26	23.9
Socioeconomically Disadvantaged	198	40.2
Students with Disabilities	13	23.6
Foster Youth		
Homeless	32	35.6

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	266	47.9
African American		
American Indian or Alaska Native		
Asian	8	53.3
Filipino		
Hispanic	244	47.7
Native Hawaiian or Pacific Islander		
White	4	36.4
Two or More Races		
English Learners	9	8.3
Socioeconomically Disadvantaged	236	47.9
Students with Disabilities	3	5.5
Foster Youth		
Homeless	18	20

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	141	25.4
African American		
American Indian or Alaska Native		
Asian	4	26.7
Filipino		
Hispanic	131	25.6
Native Hawaiian or Pacific Islander		
White	2	18.2
Two or More Races		
English Learners	5	4.6
Socioeconomically Disadvantaged	124	25.2
Students with Disabilities	3	5.5
Foster Youth		
Homeless	13	14.4

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	176	31.7
African American		
American Indian or Alaska Native		
Asian	6	40
Filipino		
Hispanic	158	30.9
Native Hawaiian or Pacific Islander		
White	3	27.3
Two or More Races		
English Learners	5	4.6
Socioeconomically Disadvantaged	147	29.8
Students with Disabilities	2	3.6
Foster Youth		
Homeless	18	20

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	126	22.7
African American		
American Indian or Alaska Native		
Asian	6	40
Filipino		
Hispanic	110	21.5
Native Hawaiian or Pacific Islander		
White	2	18.2
Two or More Races		
English Learners	1	0.9
Socioeconomically Disadvantaged	103	20.9
Students with Disabilities	0	0
Foster Youth		
Homeless	9	10

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	70	12.6
African American		
American Indian or Alaska Native		
Asian	2	13.3
Filipino		
Hispanic	65	12.7
Native Hawaiian or Pacific Islander		
White	1	9.1
Two or More Races		
English Learners	4	3.7
Socioeconomically Disadvantaged	65	13.2
Students with Disabilities	0	0
Foster Youth		
Homeless	7	7.8

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

Conclusions based on this data:

1. 54 students scored 3+ on two advanced placement exams.
2. 230/555 or 41.4% completed a CTE pathway.
3. 266/555 or 47.9% completed A-G requirements.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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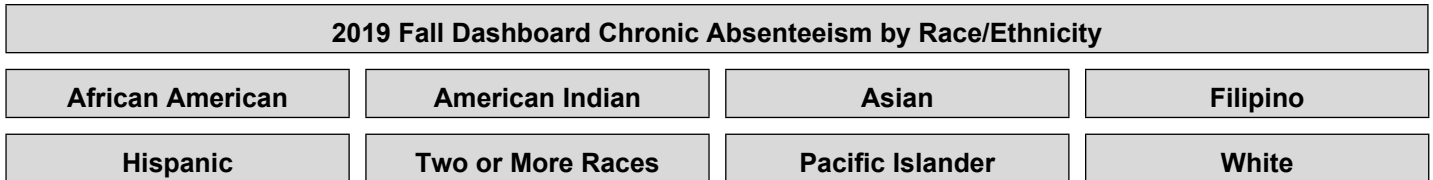
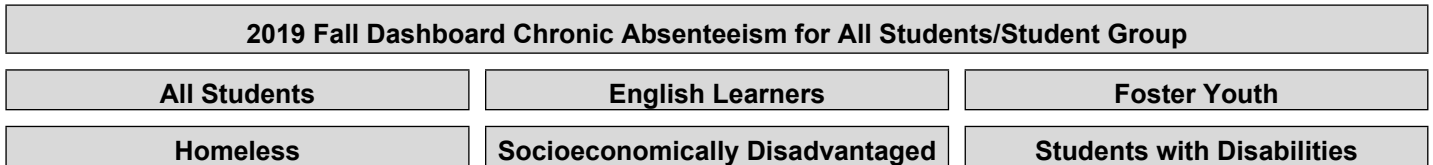
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. There is no data.
2. Our district has not pursued a truancy program with consequences since 2017.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	555	532	2	95.9
English Learners	109	98	1	89.9
Foster Youth	4		0	
Homeless	90	82	1	91.1
Socioeconomically Disadvantaged	493	471	2	95.5
Students with Disabilities	55	44	1	80
African American	4		0	
American Indian or Alaska Native	1		0	
Asian	15	13	0	86.7
Filipino	6		0	
Hispanic	512	492	1	96.1
Native Hawaiian or Pacific Islander				
White	11	11	1	100
Two or More Races	1		0	

Conclusions based on this data:

1. PVHS has a 95.9% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

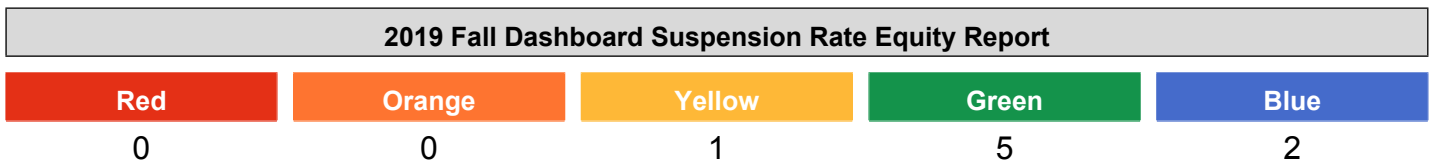
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p>Green</p> <p>1.1</p> <p>Declined -0.9</p> <p>2909</p>	<p>English Learners</p> <p>Green</p> <p>1.2</p> <p>Declined -1.9</p> <p>507</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>7.7</p> <p>Declined -17.3</p> <p>13</p>
<p>Homeless</p> <p>Green</p> <p>0.9</p> <p>Declined -1.6</p> <p>339</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.2</p> <p>Declined -1</p> <p>2460</p>	<p>Students with Disabilities</p> <p>Green</p> <p>3.3</p> <p>Declined Significantly -3.5</p> <p>243</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -4.8 15	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Maintained 0 36	 Blue 0 Maintained 0 77
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 Declined -1 2652	 No Performance Color 0 Maintained 0 26	 No Performance Color Less than 11 Students - Data 4	 Yellow 1.1 Increased +1.1 94

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	1.1

Conclusions based on this data:

1. PVHS has decreased the number of suspensions for the time period shown.
2. We need current data.

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

TECHNOLOGY

LEA/LCAP Goal

State Priorities: Priority 1: Basic Services(Conditions of Learning)
 Priority 2: Implementation of State Standards (Conditions of Learning)
 Priority 3: Parent Involvement
 Priority 4: Student Achievement
 Priority 5: Student Engagement
 Priority 6: School Climate
 Priority 7: Course Access (Conditions of Learning)

Goal 1

Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career. This is done through expanding the ways in which technology is used to support student engagement and learning while improving the efficiency of student, school and district operations.

Identified Need

There is a need to expand technology throughout the campus to ensure that students have access to state and federal curriculum. Through collaborative dialogue, department leaders have identified technology needs that will enhance student learning and provide skills

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased number of student computers, printers, scanners		
Access to Instructional Materials	Currently all students have access to Instructional Material.	Maintain 100% access to Instructional Material.
Facilities are maintained		
College/Career Readiness		Increase College/Career Readiness by 5% from 30% to 35%.

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

Strategy/Activity

1.1 The Common Core State Standards for Math, English and Science require students to be able to take that standardized test online. Practice tests for math have required the purchase of desmos, Smart technology software, and complex calculators for student checkout. English needs include remediation/Intervention/ELD Support software for Flex Literacy materials, READ 180 materials, reference guides. Science uses the Gizmos software. In conjunction with this, spare student tablets have been purchased for library checkout so all students have a functioning device during times of repair, recharge of malfunction. In conjunction with this, charging stations have been purchased for the various forms of technology for each of these departments. The district will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).

1.2 Campus technology upgrades were analyzed and determined to be needed to have functioning student labs across the campus. This includes replacement printers, LCD projectors, replacement smartboards, speakers/sound bars, and DVD/VCR players and a multi-media station to be placed in the library for student access. We currently have three mobile labs available to staff for daily checkout. These labs require wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, PLATO support, batteries for mobile laptop carts. In addition throughout the campus, we currently have 336 computers available for student use throughout the day. Students taking advantage of library services such as peer tutoring and adult tutoring require the need to be able to print and create for their classes. In addition, campus copiers provide support to classroom teachers. This also includes music equipment for the choir and band class. Research demonstrates that the inclusion of multi-media technologies in the classroom increases students' retention of course material. Multimedia learning occurs when learners encode into their memory using both visual and auditory information, such as when they listen to an instructor discuss research and watch the instructor display the result of the research on the board. There can also be cognitive benefits to using key technological aids that improve students' study strategies and retention of course material. Effectiveness will be measured through multiple assessments including progress-monitoring, state mandated test results and through progress/semester grades.

1.3 Professional development in the area of technology is a constant need. Staff have the opportunity to attend conferences, learn the latest developments in software, purchase books or curriculum assisting and teaching about technology and be trained to better communicate with the students and parents.

1.4 The library has introduced a technological QR code entry system for the library to document student needing/attending tutoring, students attending OTCR, student s needed their tablets serviced. This utilizes a computer station and the students phone. This system requires the need tutoring program. Tutor and tutee sign ins are done using a computerized QR code on phone. There is a check in area and students are assigned to specific tutor. New tutor area seating (4 additional chairs) is being purchased for the library to better allow a study environment for the library and utilize the new technology in the library. Additional funding has been secured outside of Title 1 to pay tutors.

1.5 Evening registration for junior high school is conducted entirely electronically. Our staff hold two weeks of nighttime registration and walks parents through the aeries portal setup including email, access to student grades, and ability to check weekly grades.

1.6 Master Schedule Building Support - Department Chairs work collaboratively to create the master schedule each year and train start

1.7 Provide an updated audio-video system in library that will support delivery of curriculum across multiple departments for presentations and the ability to have nighttime parent presentations.

1.8 PVHS staff members and counselors utilize scanners to scan student work, documents, college information application information to parents and students. Students and parents do not have access to scanners and often have difficulty uploading much needed for college application process. This alleviates the burden for our students and their families.

1.9 All AVID courses received a printer, computer, scanner to upload college documents.

1.10 Support for computerized standardized testing done for registration, smarter balanced testing and RenLearn progress monitoring. This requires subs so that these electronic tests can be administered that includes - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers

1.11 Purchase locking cabinets in which students can charge and store their 1:1 devices safely.

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)
56,586.60	Title I College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items for the events
	Title I Professional Development - training, conferences, workshops / professional books
	Title I

	<p>Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs</p>
	<p>Title I</p> <p>Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers</p>
	<p>Title I</p> <p>Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings</p>
	<p>Title I</p> <p>On Track Credit Recovery - 32 weeks after hours support (1.4)</p>
	<p>Title I</p> <p>Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, iXL math software, reference guides, subs, progress monitoring, testing, printing (1.1)</p>
	<p>Title I</p> <p>Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies</p>
	<p>Title I</p> <p>AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies</p>
	<p>Title I</p> <p>PLC meetings and Common Core professional development</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Staff will utilize technology to increase overall instructional practices and input CFAs into the Formative platform.

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

Expenses may vary based on Tosa salary, amount of staff development, and the number of substitutes that can be obtained.

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.

Since baseline data is 2019, LEAs have great work to do in terms of learning loss and students retaining of information from the 20 months of COVID.

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

RESPONSIBILITY

LEA/LCAP Goal

State Priorities: Priority 1: Basic Services(Conditions of Learning)
 Priority 2: Implementation of State Standards (Conditions of Learning)
 Priority 3: Parent Involvement
 Priority 4: Student Achievement
 Priority 5: Student Engagement
 Priority 6: School Climate
 Priority 7: Course Access (Conditions of Learning)

*Hiring and retaining high quality staff committed to continuous improvement.
 *Strengthening the use of technology to support teaching and learning at school and home.
 *Providing strong professional development opportunities for our teachers, administrators, classified staff, and other employees.

SMJUHS D will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we:

*Implement instructional strategies which engage students in their learning.
 *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community.
 *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity.
 *Strengthen our partnerships with higher education and community groups.

Goal 2

Create a culture of respect and caring that supports positive relationships among all stakeholders. This includes hiring practices, communication with our stakeholders and strengthening community partnerships.

Identified Need

Provide opportunities for learning for parents, students and staff through training, media, newsletters, and partbnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased college career indicator completers	California dashboard increase from year to year	Increase in all areas by 1 - 3%
Increased graduation rate	Increase in math support class enrollment	Increase in A - G completion rate
Increased math scores		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased recipients of students earning certificates		
Increase in A - G completers		
Increased ethnic studies courses		

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)

2.1 The District will Provide resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families.

2.2 Clerical and counseling Support for Site Council / Admin processes/ Classified attendance at parent events for parental support Community Liaison - mileage, translations, home/hospital visits, extra hours to support evening events, free/reduced lunch apps, parent engagement night events support

2.3 The school provides classified support staff to assist parents through evening registration. This involves certificated and classified staff. We assist parents in completing applications, helping to set up email for portl use, assistance in reading and filling out the applications and teaching parents about the transition to high school.

2.4 10% of the total allocation of Title I monies is dedicated to staff development including travel/conference, training on common core, standards, benchmark and professional development books.

2.5 Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum and progress in student performance

2.6 It is the responsibility of the administrative staff and department leaders to create a master schedule that meets the needs of all of our students. This requires release time, subs, and supplies.

2.7 Professional books are purchased for staff to promote education, equity, access, cultural proficiency, common core, and various leadership materials 146 staff @ \$30 each

2.8 The District will implement Revised and new elective a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.

2.9 The POR VIDA program is a culturally competent approach towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to or have led to the juvenile justice system. This program will

provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol.

2.10 Program / Department Support

2.11 Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.

2.12 District and site staff members will continue attending Cultural Proficiency training that will provide staff development in the area of access and equity for all students, training will include but is not limited to parebts on a mission,

2.13 College & Career Center and Library support will include Career Cruising Program, awards, pins for recognition, evening event organization, forms and conferences, A-G educational posters

2.15 Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers

2.16 Bulletin boards for campus hallways to post student information

2.17 AVID - release days for planning, supplies, annual conference, yearly summer trainings, and junior high articulation

2.18 Student Advisory Link Crew /Intramural Support / Pyramid of Intervention / Panther Pack includes release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips

2.19 Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries, and charging lock stations.

Strategy/Activity

various

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)

56,586.60

Source(s)

Title I

Professional Development - training, conferences, workshops / Registration and master board build support including certificated and classified staff for evening/Saturday

	registration, release days/subs for board build days, supplies
	<p>Title I</p> <p>Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings</p>
	<p>Title I</p> <p>TOSA - English & Math salary</p>
	<p>Title I</p> <p>College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items</p>
	<p>Title I</p> <p>Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring, testing, printing (1.1)</p>
	<p>Title I</p> <p>Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers</p>
	<p>Title I</p> <p>Student Advisory, Link Crew, Academic/Behavior Pyramid, Restorative Approach support including release days for planning supplies, incentives, conferences, motivational speakers, team-building field trips / AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies</p>
	<p>Title I</p> <p>Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings</p>



Title I

Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs



Title I

PLC meetings and Common Core professional development

Annual Review

SPSA Year Reviewed: 2020-21

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.

This goal supports our parent outreach programs that include parent technology nights, grade level parent nights, and general information to our stakeholders. It includes translation, access to outside services and various resource personnel to be available to our parents in the evening.

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

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.

Activity 5 in this goal requires training and will have a long term effect on our students and staff as they learn new techniques to be aware of cltural proficiency and effective solutions to have equity in our community. Effects will be seen over many years as students, staf and parents take surveys as identified in activity 3.

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

ANALYSIS

LEA/LCAP Goal

State Priorities: Priority 1: Basic Services(Conditions of Learning)
Priority 2: Implementation of State Standards (Conditions of Learning)
Priority 3: Parent Involvement
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Course Access (Conditions of Learning)

GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we:

- *Implement instructional strategies which engage students in their learning.
- *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community.
- *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity.
- *Strengthen our partnerships with higher education and community groups.

Goal 3

Strengthen the quality for career education programs and services

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

3.1 Career Technical Education Incentive Grant
The district will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business & Finance -

Energy, Environment, & Utilities - Engineering & Architecture - Health Science & Medical Technology - Hospitality, Recreation, & Tourism - Information & Communication Technologies - Manufacturing & Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support

3.2 CTE Facility Consumable Supplies & Limited Life Equipment (5 Years or Less)

The CTE Center/Ag Farm is a 25.3-acre facility designed to accommodate three structures along with farm acreage. The structures consist of four large workshops, one large industrial kitchen with two adjoining classrooms, and one large animal barn. The facility will host eight pathways: Light Diesel Mechanics, Machining & Forming Technologies, Residential and Commercial Construction, Home Health Aide, Hospital Health Careers, Culinary Arts, Agriculture Animal Science, and Agriculture Plant & Soil Science. These programs will require a significant amount of consumable supplies along and safety equipment.

3.3 CTE Existing Pathway Equipment Support

The district will provide funds to augment and improve existing pathways by replacing sub-standard equipment with state-of-the-art equipment that meets industry standard. Additionally, the District will target equipment that has exceeded its life expectancy and is no longer viable. This includes monitors for the computer aided drafting rooms and the furniture to house other drafting and computer equipment

3.4 Campus technology upgrades / replacements including printers, LCD projectors, smartboards, speakers/sound bars, and DVD/VCR players

3.5 Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, READ 180 materials, reference guides, class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.

3.6 The District will provide staffing costs for the school year offering these courses: Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, Communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions.

3.7 Guidance Staff and Counselor Training

The district will provide Career Education Programs training for guidance staff, counselors and related personnel

3.8 Guidance Staff and Counselor Training

The district will provide Career Education Programs training for guidance staff, counselors and related personnel

3.9 College & Career Center and library support will include xello Program, awards, pins for recognition, evening event organization, forms and conferences, A-G educational posters

3.10 Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers

3. 11 Library multi-media staff for student tablet support

3.12 AVID - release days for planning, supplies, annual conference, yearly summer trainings, and junior high articulation

3.13 Support for campus/mobile labs to include wiring, licenses, infrastructure, memory upgrades, hardware replacement, keyboards, bulbs, paper, toner, PLATO support, printers, batteries for mobile laptop carts - supports 8 labs / 288 computers

3.14 Student Advisory Link Crew /Intramural Support / Pyramid of Intervention / Panther Pack includes release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips

3.15 CTE Professional Development

3.16 Professional development specifically designed for CTE instructors and related staff. Training will focus on the promotion, CTE instructional strategies and compliance.

Strategy/Activity

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.

56,586.60	Title I TOSA salaries- English, Math, Social Science, Science and EL
	Title I Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings
	Title I Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring, testing, printing (1.1)
	Title I

	<p>Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers</p>
	<p>Title I</p> <p>Student Advisory, Link Crew, Academic/Behavior Pyramid, Restorative Approach support including release days for planning supplies, incentives, conferences, motivational speakers, team-building field trips / AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies</p>
	<p>Title I</p> <p>Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs</p>
	<p>Title I</p> <p>College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items</p>
	<p>Title I</p> <p>PLC meetings and Common Core professional development</p>
	<p>Title I</p> <p>Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies</p>
	<p>Title I</p> <p>Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document</p>

cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

Departments have rewritten courses and become approved instructors for the CTE courses. See course list.

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

CTE pathway promotion will be done through parent evenings that are offered to instruct parents about what pathways are and why they are important. In addition, there will need to be a new draft of the educational CTE brochures created so that students are aware of the colleges and universities that offer majors in those specific areas.

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.

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

COMMUNICATION

LEA/LCAP Goal

State Priorities: Priority 1: Basic Services(Conditions of Learning)
Priority 2: Implementation of State Standards (Conditions of Learning)
Priority 3: Parent Involvement
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Course Access (Conditions of Learning)

GOAL 3: SMJUHS D will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we:

- *Implement instructional strategies which engage students in their learning.
- *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community.
- *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity.
- *Strengthen our partnerships with higher education and community groups.

Goal 4

Strengthen district wide support systems, processes and practices that support student learning.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Strategy/Activity

4.1 The District will continue to support counseling services and fund evening work for counselors to work with parents. The district will also support psychologists and add MFTs to each site.

4.2 The district will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students.

Master Schedule Build Support - Dept. Chairs work collaboratively to create the master schedule each year. Funds support release time for subs and supplies

Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core Professional books including cultural proficiency, common core, leadership materials 130 staff @ \$30 each, Teach Standard Techniques

Remediation/Intervention/ELD Support includes English/Math Flex Literacy materials, reference guides, class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.

4.3 At risk 8th grader students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided field trips to promote success in school and team building.

4.4 The District will continue to support crisis group services and consultation to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas. This will be done in student groups such as Student Advisory/Link Crew /Intramural program / SST students and includes release days for planning, supplies, student luncheons, motivational speaker, school improvement posters, team building field trips, and bulletin boards for campus hallways to post student information

4.5 The District will continue to support extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners. CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications, POM & PIQE support

4.6 The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math and English while also progress monitor students who are at risk academically.

4.7 The District will provide funding for Fine Arts Programs to assist all school with travel and entry cost to competition, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.

4.8 The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. The Parent Portal will allow the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the student's counselor. Students will be able to participate in field trips towards

post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students.

4.9 The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources throughout the entire year, including the summer. We will enhance all areas to foster college awareness.

4.10 The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populate student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target instruction to meet the needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.

4.11 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district

4.12 The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child-care and development program the children of our students.

4.13 The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew.

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)
56,586.60	Title I Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings
	Title I

	<p>Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring, testing, printing (1.1)</p>
	<p>Title I</p> <p>Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers</p>
	<p>Title I</p> <p>Student Advisory, Link Crew, Academic/Behavior Pyramid, Restorative Approach support including release days for planning supplies, incentives, conferences, motivational speakers, team-building field trips / AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies</p>
	<p>Title I</p> <p>Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings</p>
	<p>Title I</p> <p>Classroom technology upgrades including but not limited to printers, monitors, speakers, Ipads, boomboxes, scanners, styluses, power strips, ceiling mounted projectors, document cameras, charging stations, calculators, batteries, music equipment and wiring (1.2); Learning Center computer lab upgrades; software updates; support for campus and mobile labs</p>
	<p>Title I</p> <p>College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items</p>
	<p>Title I</p>

	PLC meetings and Common Core professional development
	<p>Title I</p> <p>Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies</p>

Annual Review

SPSA Year Reviewed: 2020-21

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.

This goal allows for staff to be able in the evenings for parent assistance and student needs.

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

College and Career readiness software is an expense that builds a knowledge base for our students in the area of careers. This is explored through English courses, college exploration, and general use of the college and career center facility. In addition, as jobs become available and PV is notified of positions, they are posted on our school job board. This allows for students to apply online for positions, explore careers and the value of certain work experiences.

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.

Goal 4.4 results in a non tangible positive experience through counseling and service groups that results in a more stable and confident group of students.

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

KNOWLEDGE

LEA/LCAP Goal

State Priorities: Priority 1: Basic Services(Conditions of Learning)
Priority 2: Implementation of State Standards (Conditions of Learning)
Priority 3: Parent Involvement
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Course Access (Conditions of Learning)

GOAL 1: SMJUHSD is committed to creating the conditions of learning which support high quality teaching and learning. Our focus will be on these four critical areas.

- *Hiring and retaining a high quality staff committed to continuous improvement.
- *Maintaining the fiscal solvency of the district and the physical infrastructures which support teaching and learning.
- *Strengthening the use of technology to support teaching and learning at school and home. This includes up to date technology in the classroom to project, message and inform students across all grade levels.
- *Providing strong professional development opportunities for our teachers, administrators, classified staff, and other employees.

GOAL 2: SMJUHSD will implement the curriculum and instructional strategies which prepare all our students to be ready for success in college and career upon graduation. To do so requires that we have:

- *A consistent course sequence in all our schools that helps our students meet A-G requirements or the equivalent course that will prepare them for higher education.
- *Implement the curriculum and instructional strategies all our students require to meet the Common Core and new science standards.
- *Provided support to our ELL so that they meet the rigorous achievement standards established by the district.

GOAL 3: SMJUHSD will develop and implement successful strategies for engaging all our students in the learning process and our parents and community in supporting their success. To do this requires that we:

- *Implement instructional strategies which engage students in their learning.
- *Employ effective strategies that enable us to communicate effectively, clearly, and respectfully with student, parents, and community. This includes technology that allows us to send messaging home to parents and communicate events and timelines to make sure student performance is at grade level.
- *Strengthen and grow the arts and co-curricular activities that engage students in common activities which support academic success, teamwork, and appreciation for diversity.
- *Strengthen our partnerships with higher education and community groups.

Professional Learning Communities/PLCs are established in all departments. Teachers meet periodically throughout the year to develop and refine curriculum in progress toward common core.

Goal 5

Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

5.1 Staff Development that promotes collaboration and increasing achievement for students

5.2 Junior High evening registration, testing and placement involving certificated and classified staff - increasing knowledge for parents and incoming students

5.3 Support for community liaison to travel to visit homes, hospitals, pay mileage, provide home parent translations, extra hours to support evening events, help parents who cannot read or write to complete free/reduced lunch apps, and night time event support

5.4 Increase knowledge for students by paying teachers to tutor after school. This equates to 111 days after school tutoring for students

5.5 Providing parental support and increasing parent knowledge through Clerical Support of ordering materials for Site Council to do Admin Processes and increase Classified attendance at parent events

5.6 The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both parents, students and staff. The District will provide funding for a LCAP Specialist to help support district software programs and LCAP Actions/Services. 10% of the total allocation of Title I monies is dedicated to staff development including travel/conference, training on common core, standards, benchmark and professional development books.

5.8 Increase knowledge for all stakeholders through professional books including cultural proficiency, common core, restorative practices, and leadership materials 130 staff @ \$30 each

5.9 Master Schedule Building Support - This fund directly supports a collaborative schedule that meets the needs of our school population. Funds support release time for subs and supplies.

5.10 Increase knowledge in International Language and increase Seal of Biliteracy candidates through subscriptions purchased for Conjuegamos, and an additional book software program

5.11 Increase knowledge through the purchase of remediation/Intervention/ELD Support materials that include English/Math Flex Literacy materials, READ 180 materials, reference guides, Panther Pack class support including release days, sub costs progress monitoring testing, printers, supplementary ancillary texts for ELD, computer upgrades, licenses, software, smartboards, tablets, technical costs and staff development.

5.13 Title 1 dollars support programs such as Student Advisory/Link Crew /Intramural Support and includes funding for release days for planning, supplies, incentives, conferences, student luncheons, motivational speaker, school improvement posters, team building field trips

5.14 Support for standardized testing - AP (30 subs) / SAT (15 subs) / SBAC proctors (38 subs), test data goals posters, release days for data analysis and to adjust pacing guides, PSAT fees, test waivers

5.15 AVID - Support for release days for planning, supplies, incentives, annual conference, yearly summer trainings, and junior high articulation

5.16 College & Career Center and Library support will include xello Program, awards, medals, certificates, pins for recognition; evening event organization; forms and conferences, A-G educational posters

5.18 CELDT, ELAC and BTS support including mailers, copies, incentives, translations, and parent notifications POM, and PIQE support

5.19 Current technology needs include 36 charging stations. These have been requested by staff so that students can charge tablets and access online curriculum. At least 4 color printers have been requested for student printing capabilities, specifically in the CTE courses where hands on experiences occur daily. Wireless displays for classrooms automatically display and capture the teacher table image and transfer the image to student tablets. This technology has been a great tool and has increased learning for demonstration and student achievement. There are currently multiple Tatungs that need to be replaced at PVHS. These are the norm, and not the exception. Each of these require speaker capability.

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)
56,586.60	Title I Salaries for TOSAs - Math, English, Social Science, Science and EL
	Title I Professional Development - training, conferences, workshops / Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies
	Title I

	<p>Support for after school tutoring / Learning Center computer lab upgrades; software updates; support for campus and mobile labs</p>
	<p>Title I</p> <p>Parent Engagement - mailers, translations, notifications for ELPAC, ELAC, standardized testing Back to School Nights, Special Support, Parents on a Mission, Panther Forum for Parents, registration nights and technology trainings</p>
	<p>Title I</p> <p>Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring, testing, printing (1.1); Online access subscriptions Conjuegamos, Quizlet, TCI, Zambombazo</p>
	<p>Title I</p> <p>Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers</p>
	<p>Title I</p> <p>Student Advisory, Link Crew, Restorative Approach support including release days for planning supplies, incentives, conferences, motivational speakers, team-building field trips / AVID support to include release days for planning, annual conferences, summer trainings, articulation, supplies</p>
	<p>Title I</p> <p>Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings</p>
	<p>Title I</p> <p>College & Career Center support including Zello infrastructure/licenses, program awards including lanyards, medals, recognition pins,</p>

[Redacted]

honor cords, field trips, conferences, evening events, career day, posters; school promo items

[Redacted]

Title I
PLC meetings and Common Core professional development

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

\

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

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	\$282,933.00

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 (\$)
Title I	\$282,933.00

Subtotal of additional federal funds included for this school: \$282,933.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$282,933.00

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
Title I		

Expenditures by Funding Source

Funding Source	Amount
Title I	282,933.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	282,933.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,586.60
Goal 2	56,586.60
Goal 3	56,586.60
Goal 4	56,586.60
Goal 5	56,586.60

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Shanda Herrera	Principal
Katie Hays	Classroom Teacher
Jay Edwards	Classroom Teacher
Laura Baines	Classroom Teacher
Hallie Smith	Classroom Teacher
Araceli Mandujano	Other School Staff
Irma Gonzalez	Parent or Community Member
Fabiola Montoya	Parent or Community Member
Alan Brafman	Parent or Community Member
Henry Valdez	Secondary Student
Jazmin Villanueva	Secondary Student
Kendall Courtright	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

English Learner Advisory Committee

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 2/10/22.

Attested:

Principal, Shanda Herrera on 3-19-22

SSC Chairperson, Henry Valdez on 3-19-22

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019