School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pioneer Valley High School	42-69310-0102285	April 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 is composed of staff, students and parents and meets to discuss PVHS performance and share the school and district LCAP goals, vision and mission statements.

Table of Contents

Comprehensive Needs Assessment Components

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

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

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, asses 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. The Director has also hired a person to facilitate articulation with the junior high feeder schools.

Since the absence of CAASPP data for the 2020 and 2021 school year, the most recent 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. We have several levels of math and English and students scoring below grade level get an additional support class built into their day. In addition, students who are Special Education or English Learners also have the secondary support of a case manager and an EL Tosa who monitors progress. 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 and 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, Migrant services, On-Track Credit Recovery (OTCR), REACH Program, and Extended Learning Opportunity courses which occur throughout the day.

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 LCAP as parent meetings are held three times per year by the Director of Students Services at the district level. An annual evaluation is requested by parents each year and those same ideas are carried into the single plan at PVHS. The School Site Council uses the LCAP as our guide to create goals and aligns those with performance data for 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.

<u>Funding</u>

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

After-school tutoring (Certificated adult salary) 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 pre-requisite, 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 Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.17%	0.2%	0.16%	5	5	5
African American	0.48%	0.3%	0.29%	14	10	9
Asian	0.95%	0.8%	0.48%	28	25	15
Filipino	2.38%	1.9%	2.19%	70	57	69
Hispanic/Latino	92.06%	93.2%	93.76%	2,713	2,828	2959
Pacific Islander	0.07%	0.1%	0.13%	2	2	4
White	3.05%	2.9%	2.50%	90	87	79
Multiple/No Response	0.41%	0.2%	0.22%	12	5	7
			Total Enrollment	2,947	3,033	3156

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	864	803	833
Grade 10	829	854	815
Grade 11	627	791	800
Grade 12	627	585	708
Total Enrollment	2,947	3,033	3,156

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**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	468	469	468	15.9%	15.50%	14.8%
Fluent English Proficient (FEP)	1,707	1,838	1974	57.9%	60.60%	62.5%
Reclassified Fluent English Proficient (RFEP)	39	67		9.1%	14.3%	

Conclusions based on this data:

1. The number of students varies yearly, 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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	606	746	760	597	0	730	597	0	718	98.5	0.0	96.1
All Grades	606	746	760	597	0	730	597	0	718	98.5	0.0	96.1

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	2605.		2548.	25.29		13.79	35.85		25.35	23.95		31.20	14.91		29.67
All Grades	N/A	N/A	N/A	25.29		13.79	35.85		25.35	23.95		31.20	14.91		29.67

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	31.16		13.95	46.90		59.14	21.94		26.92
All Grades	31.16		13.95	46.90		59.14	21.94		26.92

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	37.35		16.10	45.06		51.27	17.59		32.63
All Grades	37.35		16.10	45.06		51.27	17.59		32.63

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	17.42		9.62	69.85		70.85	12.73		19.53
All Grades	17.42		9.62	69.85		70.85	12.73		19.53

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	37.86		14.23	46.40		65.41	15.75		20.36
All Grades	37.86		14.23	46.40		65.41	15.75		20.36

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

Conclusions based on this data:

1. Because of COVID learning loss, the 21-22 schoolyear testing results will be our new baseline.

2. We will have to focus our efforts in rebuilding student knowledge base in these areas.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	606	746	761	597	0	730	597	0	729	98.5	0.0	95.9
All Grades	606	746	761	597	0	730	597	0	729	98.5	0.0	95.9

* 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				
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 11	2566.		2518.	9.88		3.43	18.76		14.68	28.98		24.69	42.38		57.20		
All Grades	N/A	N/A	N/A	9.88		3.43	18.76		14.68	28.98		24.69	42.38		57.20		

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18.43		6.04	29.48		41.21	52.09		52.75
All Grades	18.43		6.04	29.48		41.21	52.09		52.75

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	14.07		6.86	50.92		63.37	35.01		29.77
All Grades	14.07		6.86	50.92		63.37	35.01		29.77

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	14.07		5.35	52.43		63.79	33.50		30.86
All Grades	14.07		5.35	52.43		63.79	33.50		30.86

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. Because of covid, 21-22 test scores will be our new baseline.

2. As a school, we will have to focus to rebuild the knowledge base of these areas.

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

Grade					
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

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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 due to changes in the test.

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

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3,156	**79.6**	**14.8**	**0.2**
Total Number of Students enrolled in Pioneer Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	468	14.8
Foster Youth	6	0.2
Homeless	825	26.1
Socioeconomically Disadvantaged	2,511	79.6
Students with Disabilities	333	10.6

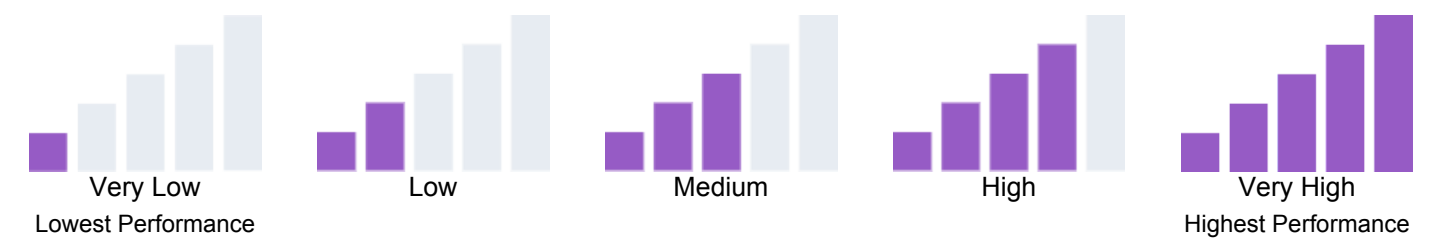| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	0.3
American Indian	5	0.2
Asian	15	0.5
Filipino	69	2.2
Hispanic	2,959	93.8
Two or More Races	7	0.2
Pacific Islander	4	0.1
White	79	2.5

Conclusions based on this data:

1. | Over 80% of PVHS is socioeconomically disadvantaged. |

2. | PVHS has a small number of foster youth who are served by a partnerrship with Fighting Back Santa Maria Valley. |

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts
Low

Mathematics
Low

English Learner Progress
Low

College/Career
Not Reported in 2022

Academic Engagement

Graduation Rate
Very High

Conditions & Climate

Suspension Rate
Medium

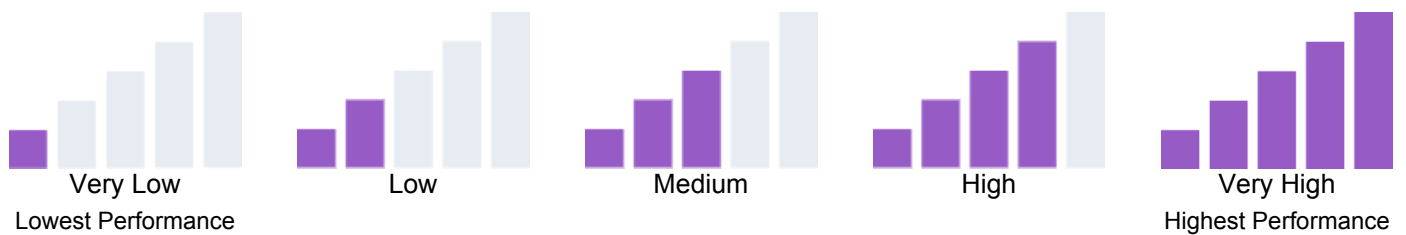**Conclusions based on this data:**

1. The rates for graduation are very high.

2. Math, ELA and EL Progress are all low.
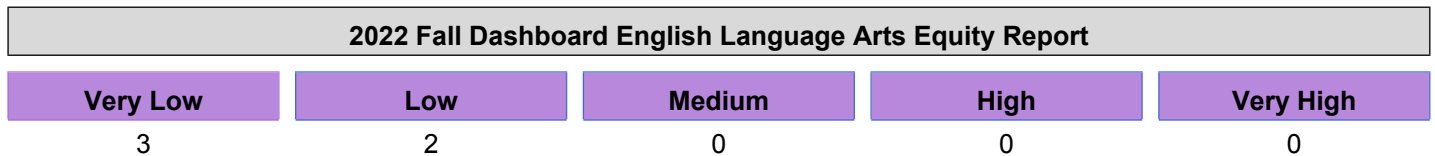
School and Student Performance Data

Academic Performance
English Language Arts

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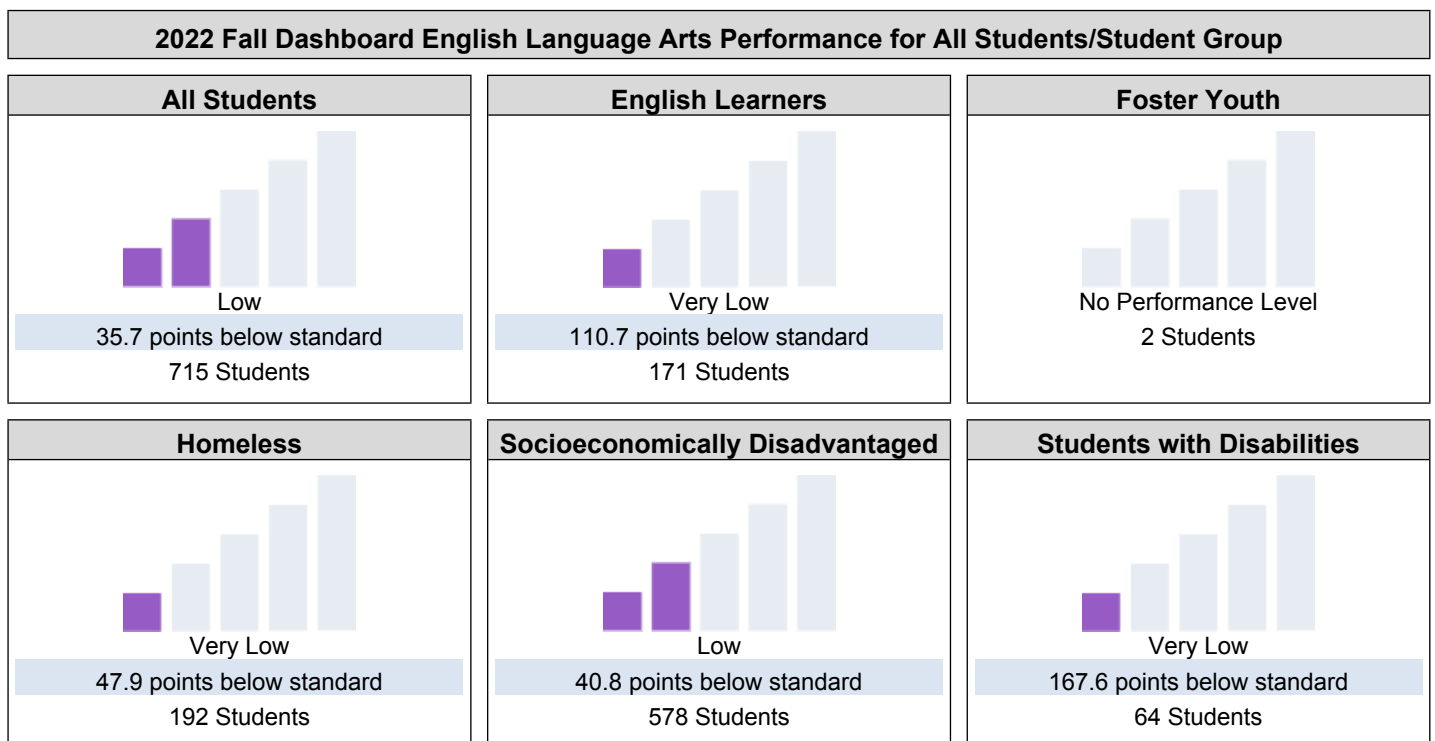
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
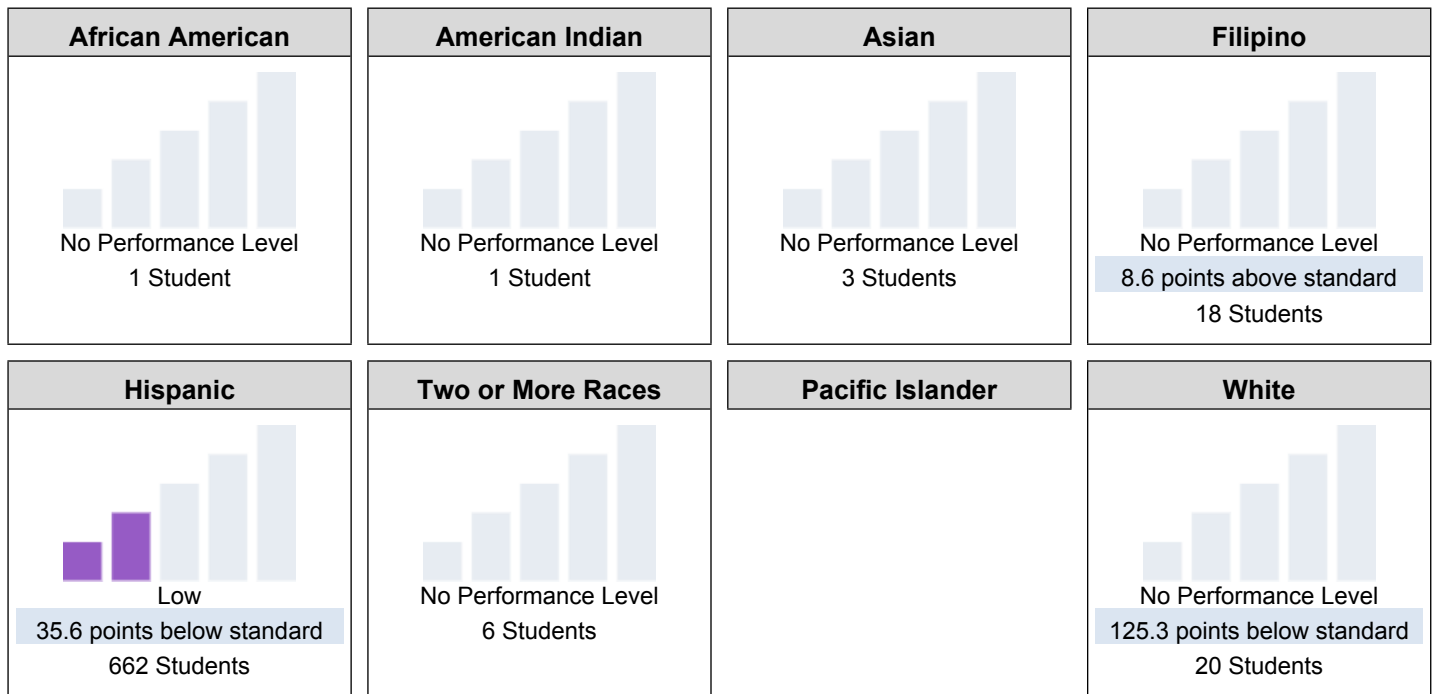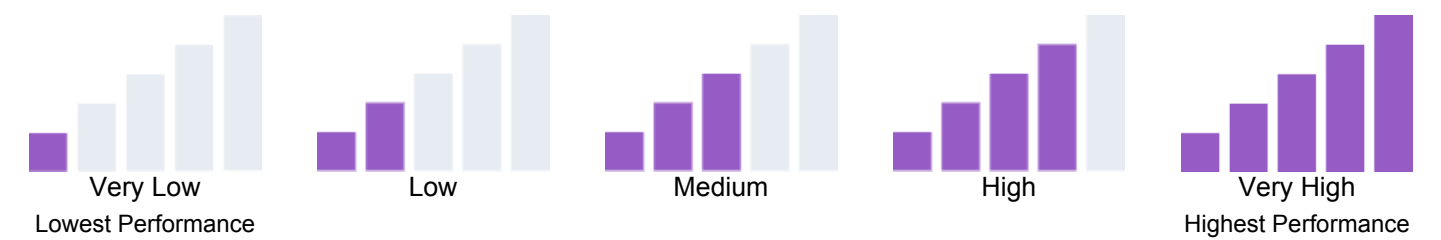
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
3	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
35.7 points below standard	110.7 points below standard	2 Students
715 Students	171 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
47.9 points below standard	40.8 points below standard	167.6 points below standard
192 Students	578 Students	64 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
1 Student

American Indian

No Performance Level
1 Student

Asian

No Performance Level
3 Students

Filipino

No Performance Level
8.6 points above standard
18 Students

Hispanic

Low
35.6 points below standard
662 Students

Two or More Races

No Performance Level
6 Students

Pacific Islander

White

No Performance Level
125.3 points below standard
20 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

132.6 points below standard

77 Students

Reclassified English Learners

92.7 points below standard

94 Students

English Only

24.5 points below standard

166 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
105.7 points below standard	178.7 points below standard	2 Students
710 Students	171 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
126.9 points below standard	112.6 points below standard	226.1 points below standard
191 Students	574 Students	64 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity
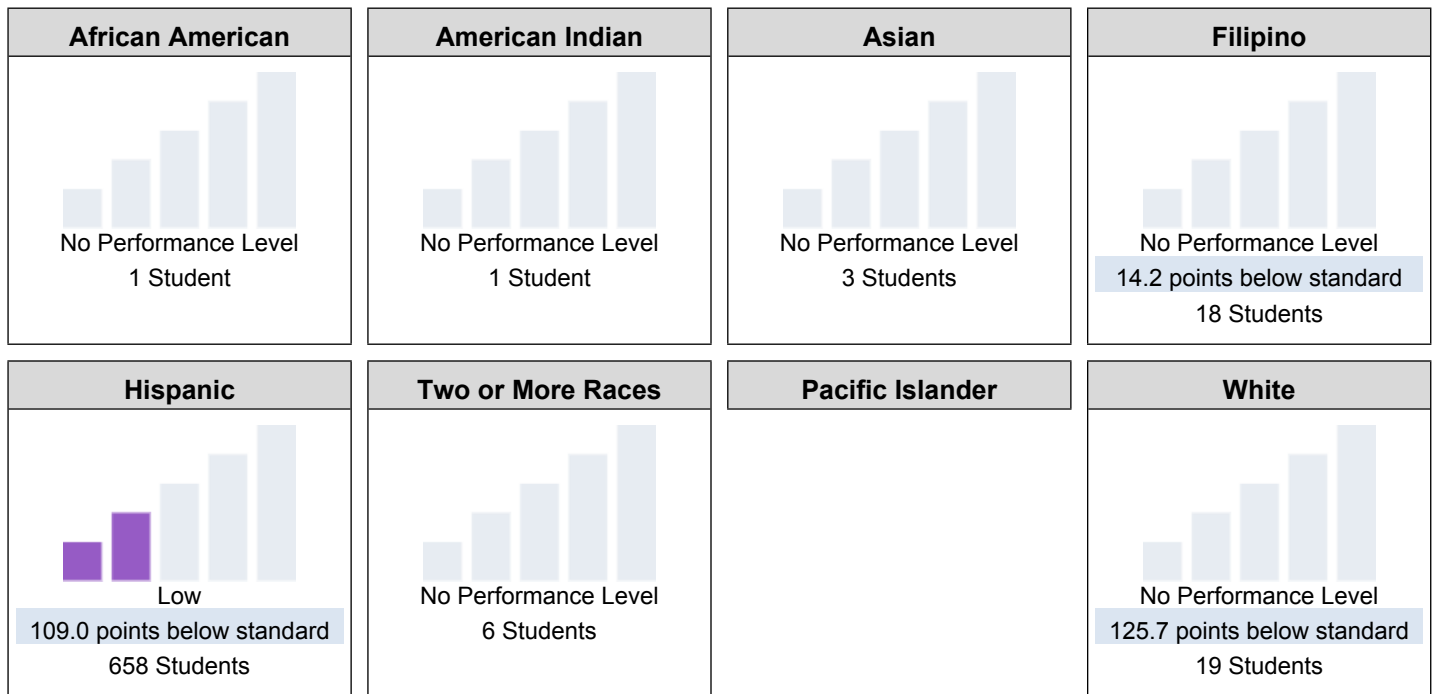
African American
No Performance Level
1 Student

American Indian
No Performance Level
1 Student

Asian
No Performance Level
3 Students

Filipino
No Performance Level
14.2 points below standard
18 Students

Hispanic
Low
109.0 points below standard
658 Students

Two or More Races
No Performance Level
6 Students

Pacific Islander

White
No Performance Level
125.7 points below standard
19 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
198.9 points below standard
77 Students

Reclassified English Learners
163.0 points below standard
95 Students

English Only
98.5 points below standard
164 Students

Conclusions based on this data:

1. All students and those who were socioeconomically disadvantaged scored at an average range.

2. EL students and students with disabilities scored below average and decreased.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

39.8 making progress towards English language proficiency

Number of EL Students: 332 Students

Performance Level: 2
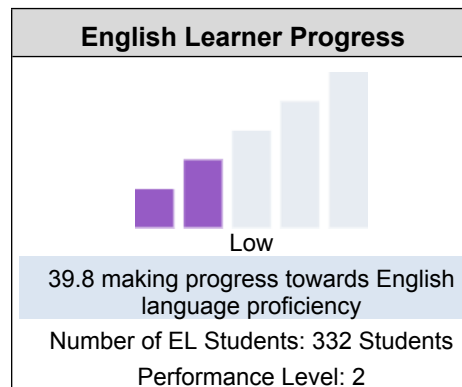
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.0%	44.3%	0.9%	38.9%

Conclusions based on this data:

1. There are 332 EL students who took the ELPAC test.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

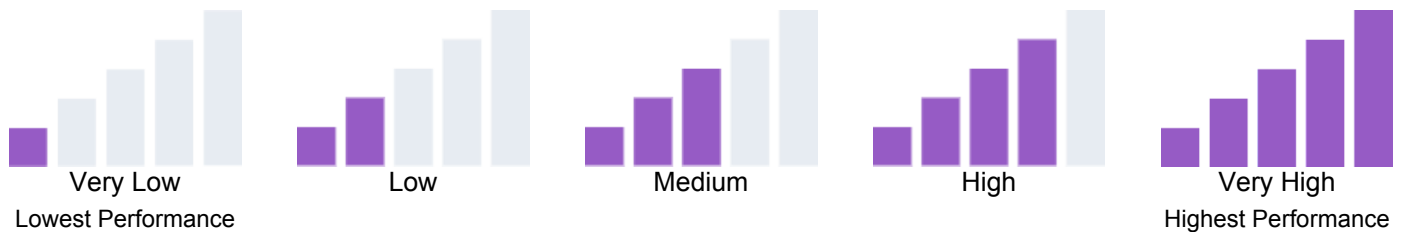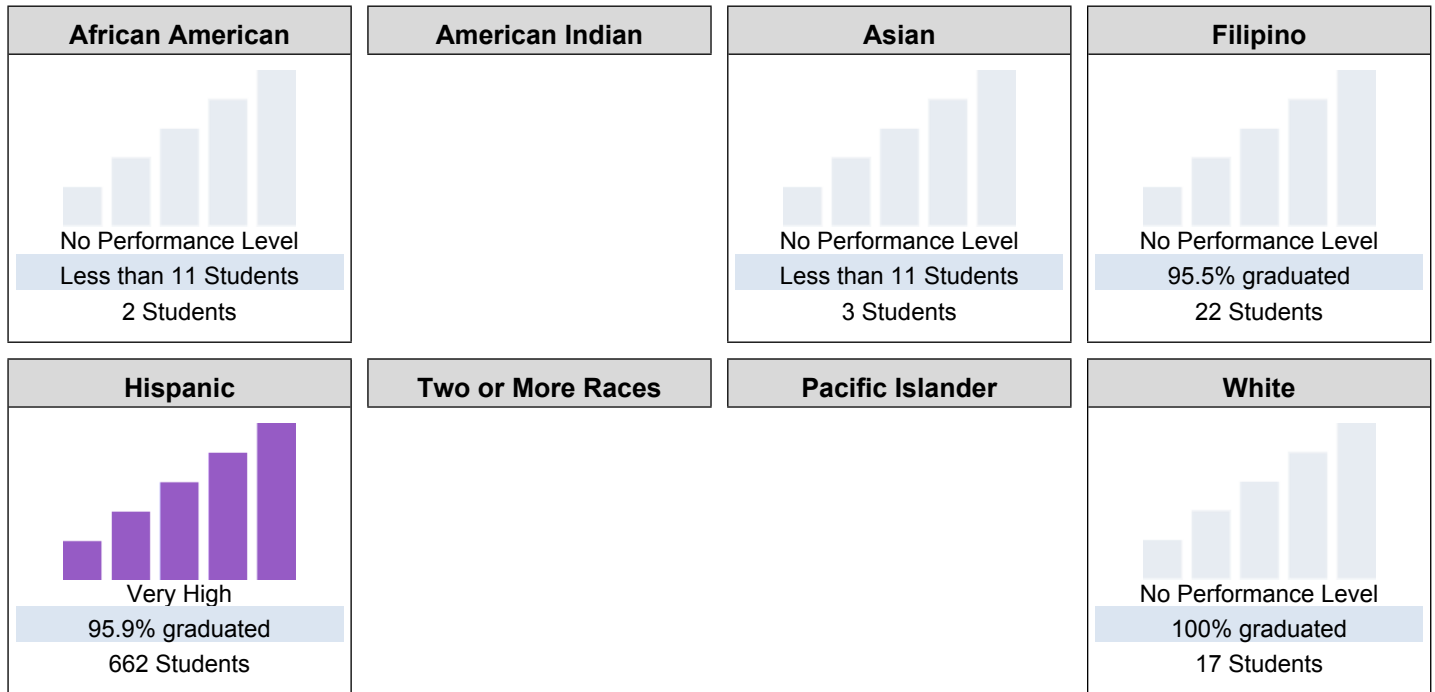| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
0	1	1	1	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Medium	No Performance Level
95.8% graduated	82.5% graduated	Less than 11 Students
708 Students	114 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Very High	Low
93.3% graduated	95.5% graduated	72.3% graduated
135 Students	661 Students	65 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	95.5% graduated
2 Students		3 Students	22 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High			No Performance Level
95.9% graduated			100% graduated
662 Students			17 Students

Conclusions based on this data:

1. PVHS has a 95.8% graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	6	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.4% suspended at least one day	4.3% suspended at least one day	0% suspended at least one day
3309 Students	536 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Medium	Medium
3.1% suspended at least one day	2.4% suspended at least one day	5.1% suspended at least one day
904 Students	2790 Students	356 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	Very Low
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
9 Students	5 Students	15 Students	70 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Medium
2.4% suspended at least one day	0% suspended at least one day	Less than 11 Students	5.9% suspended at least one day
3104 Students	17 Students	4 Students	85 Students

Conclusions based on this data:

1.

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

Support Student Achievement

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 1

Promote all students' achievement, particularly for low income, foster youth, English learner students, and students with unique needs, emphasizing standards-based instruction and targeted support to meet desired outcomes by 2024.

Identified Need

Improve college career indicator performance, proficiency in ELA/Math standardized test performance, and access to instructional materials for knowledge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common core support material	CAASSP scores	Increase by 2% each year beginning in 2023
Access to new supplemental Instructional Materials	Currently all students have access to Instructional Material.	Maintain 100% access to Instructional Material.
Intervention and support	Number of instructional aides	Increase IA support by
Training in assessment management service	Number of trainings offered in 2021-2022	Increase number of trainings offered in 2022-2023

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 have been purchased and are practiced and should result in increased scores in departments of English, math, science. Spare student tablets are available in case students have non-functioning units.

1.2 Supplemental resources include replacement printers, LCD projectors, replacement Tatungs 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. 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 Ethnic and gender studies is an area where we continue to offer training. Staff have the opportunity to attend conferences, learn the latest developments and strategies and purchase books or curriculum assisting to trained to better communicate with the students and parents.

1.4 was removed from LCAP

1.5 Intervention and support is being assisted by 2 new counselors who were hired in 2020-2021. These counselors focus on students with low grades and numerous discipline infractions and hold student conferences and parent meetings.

1.6 Progress monitoring and student placement - English and math tosas test all 9, 10, and 11 grade students 3x a year.

1.7 Intense literacy intervention support - This intense intervention is done through computer adaptive technologies, teacher led instruction and individual targeted instruction strategies.

1.8 Reading comprehension support - Reading intervention programs through online and supplemental materials are offered for students reading at grade 3 level.

1.9 - Academic writing support - Formative writing software is used across English department and assigned as frequent writing assignments.

1.10 - Comprehensive intervention curriculum - This is for students with special needs and includes anything necessary to offer individual guidance, analyze students performance, and keep track of progress on IEPs. Release time will be provided to staff needing time to work in SIRAS, investigate materials for support

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)
16,639.00	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 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 Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers
	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 On Track Credit Recovery - 32 weeks after hours support (1.4)
	Title I

	Remediation/Intervention/EL/L2 Support - English & math flex literacy materials, READ 180, iXL math software, reference guides, subs, progress monitoring, testing, printing (1.1)
	Title I 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 PLC meetings and Common Core professional development
	Title I Planners for students to encourage study habits, mindfulness, and attention to deadlines. Planners encourage students to keep track of their classes and homework. This years planner will be bilingual.

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: 2021-22

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 student achievement across a wide field including staff, curriculum, access, and progress monitoring.

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.

CAASPP scores are our new baseline testing data. 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

Respectful and Caring Culture

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 2

Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all stakeholders.

Identified Need

Build in supports for students, families and staff to feel connected to school through engaging experiences, recognition for academic and socioemotional growth, and notifications home and on campus promoting positive behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Restorative justice training	Increase from year to year	Less discipline on campus
Parent engagement programs	# of programs in 2019	# of programs in 2022
School climate surveys	Increase positive responses on student, family and staff responses	Increase 3-4 percent in each area
Increase athletic opportunities		
Increase extracurricular opportunities		

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 Restorative justice professional development and training opportunities. Collaboration with IAs and BIAs and opportunities for paraprofessionals.

2.2 Parent engagement programs. Staff will be available in the evening as needed.

2.3 Surveys to be administered to staff, family, and students to build trust. Expenses may include time for staff to collect or study data for training opportunities.

2.4 Cultural proficiency materials and access to curriculum for staff and students

2.6 Athletic program support - This is available to all students with free entry to athletic events and opportunities for students to get involved. Expenses include offering staff and activities in the evenings.

2.7 Activities program support - This is available to all students with free entry to athletic events and opportunities for students to get involved. Expenses include offering staff and activities in the evenings.

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)	Source(s)
16,639.00	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 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 TOSA - English & Math salary
	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
	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 Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers
	Title I 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
	Title I Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings
	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: 2021-22

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 opportunities for students to be supported in all areas, through athletics, academics, strengthening support systems and measuring it through surveys of all stakeholders.

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

Some positions, such as Por Vida and Prent Engagement Coordinator are new to the district and still establishing duties.

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

Promote CTE Pathway Engagement, Access & Equity

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 3

Promote CTE pathway engagement, access and equity for all students and particularly low income, English Learners, and foster youth students, assuring the opportunity to develop and demonstrate competencies articulated in industry standards as completers of a pathway.

Identified Need

Increase opportunities for student certifications, student experiences throughout CTE pathways and CTE related experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of CTE courses offered	# in 2019	# in 2022
# of certifications obtained by students	# in 2019	# in 2022
# of staff eligible to teach CTE courses	# in 2019	# in 2022
# of CCI students that qualified by being a CTE pathway completer + another measure	# in 2019	# in 2022

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 Certifications - Staff have made connections with agencies and online tech groups to get certification options for students

3.3 CTE Equipment Support

Equipment needed for on campus CTE courses will be supported in the form of supplies, opportunities and research as found by staff

3.5 CTE professional development - Opportunities for staff to have release time for CTE observation to research education needed to become CTE certified. This will provide release time to research other potential CTE pathways that can be introduced through current courses, and examine qualifications to examine pathways and see if we have additional Introductory and capstone courses.

3.6 PV will provide training, observation, support for students and staff to analyze data and collect data regarding students who are CTE compliant and find ways to increase the number of students who qualify.

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.

16,639.00	Title I CTE certification licenses
	Title I Release time for staff to learn about CTE program and opportunities to train to become CTE teachers/professional development
	Title I Remediation/Intervention/EL/L2 Support in CTE courses
	Title I Support for updated CTE brochures for parent knowledge
	Title I Support for staff to create updated documents and information for counselors and teaching staff regarding benefits of CTE program
	Title I PLC meetings and CTE professional development

Annual Review

SPSA Year Reviewed: 2021-22

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.

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

Build College and Career Readiness

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 4

Continue to provide college and career services and academic support to all students, particularly low-income students, English learners, and foster youth in a college going environment.

Identified Need

Strengthen supports through staffing positions who provide counsel, resources, intervention, access, translation, tutoring, and credit recovery options and services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of AVID students enrolled at PVHS	Number in 2019	Number in 2022
Number of recovered units through OTCR	Number of courses recovered in 2019	Number in 2022
Graduation percentage	From 2019	To 2022
Higher performing foster and homeless youth	Percentage in both areas in 2019	Percentage in 2022

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 PVHS will support counseling services and fund evening work for counselors to work with parents and families to educate all stakeholders regarding the benefits of college attendance. This will be done through mailers, postcards, informational evenings, webinars and zoom chats.

4.2 PVHS will support and budget to accommodate incoming feeder AVID students. The master schedule will be built to support avid and have release time embedded to sustain and improve the avid program. Professional Learning Communities/PLCs are established in avid and release time will be provided to meet periodically throughout the year to develop and refine curriculum in progress toward common core. Professional books may be purchased for staff and students for the avid course.

4.3 PVHS will offer paraeducators opportunities to attend professional development and training with their teachers to determine best ways of supporting all students including EL and sped students.

4.4 PVHS will offer support to crisis group services and consultation to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs. These will 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 PVHS will partner with EAOP in supporting nighttime PV staff to work in conjunction with EAOP to complete college applications, FAGSA, Dream Act and informational evenings for student success.

4.6 PV will place a priority on the VPA program and support the purchase of any extra enhancing equipment in the Performing Arts Center to benefit the performing arts including choir, band, drama and art.

4.7 PV will place a priority on providing translation for all events in English, Spanish and Mixteco.

4.8 PV will offer trainings for parents in the evenings by counselors and career center staff to train parents on the benefits of Aeries, Canvas and Formative.

4.9 PVHS will use Title 1 to pay for students and adults to be tutors in the library before and after school. Students have been selected from high performing Advanced placement courses and are monitored by a certificated staff member who pairs tutors and tutees. Planners will be purchased for all students who want one.

4.10 and 4.11 Students who qualify for foster youth will be offered assistance through groups, support and meetings held on campus. Staff may supply resources for learning and promoting strong academics and an emotional wellness base. Teachers and paraeducators may request resources to be purchased for these groups as needed with the target of high performing foster youth.

4.12 Students who qualify as homeless will be offered assistance through groups, support and meetings held on campus. Staff will supply resources for learning and promoting strong academics and an emotional wellness base. Teachers and paraeducators may request resources to be

purchased for these groups as needed with the target of high performing students who qualify as homeless.

4.13 the OTCR program will require ancillary notebooks for students who are earning credits from past failed courses. Students will receive training from staff and additional hours to assist students in the process of learning the OTCR program and recovering units.

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)
16,639.00	Title I Parent engagement and informative mailers regarding school information about student performance including 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 Registration and master board build support including certificated and classified staff for evening/Saturday registration, release days/subs for board build days, supplies to support avid
	Title I Support for standardized testing including proctors, test data goals posters, data summaries, release days to adjust pacing guides, fees/waivers. These all build college and career readiness/professional development and training to increase C C readiness
	Title I 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. Each of these

	activities promote a well rounded student and college and career readiness
	Title I

Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings |
| | Title I

PLC meetings and Common Core professional development |
| | Title I

College & Career Center support including infrastructure/licenses, program awards including lanyards, medals, recognition pins, honor cords, field trips, conferences, evening events, career day, posters; school promo items |

Annual Review

SPSA Year Reviewed: 2021-22

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.

These goals allow various ways for us to support our students in preparing to be college and career ready.

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

C and C readiness comes in many forms including encouraging students to be well rounded individuals through involvement, and the intentional inclusion of all subgroups of students regardless of their background.

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

Technology Support

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 5

Provide technical support to all students and particularly low-income, English learners and foster youth, to achieve college and career readiness in the 21st century.

Identified Need

Provide training, support, infrastructure and resources for all with technology.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent education level on technology	Number of parents who register online vs those who do paper registration in 2019	Number of parents who register online vs those who do paper registration in 2022
Number of tech requests completed on student tablets	This number should decrease from August 2022 to June 2023	Students should become more comfortable troubleshooting on computer
Canvas and Formative Use	Increase in use	

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 PV will develop staff professional growth activities to increase technological skills of all staff to increase student achievement

5.2, 5.3 5.4 PVHS will support one on one devices by providing chargers, charging stations and extra hardware as needed for student laptop repairs and loaners. 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.

5.4 Increase knowledge for students by paying teachers to tutoring after school that includes accessing the laptops and learning to use them properly.

5.5 Providing parental technical support to parents by evening trainings that provide examples and opportunities to learn how their students use the laptops at school.

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)
16,639.00	Title I Salaries for TOSAs - Math, English, Social Science, Science and EL, Tech TOSA
	Title I Professional Development - training, conferences, workshops on how to use tablets, access Canvas and Aeries and Parent Square
	Title I Support for computer maintenance in library for after school tutoring students who access computer labs in the Learning Center computer labs and career center. These upgrades include software updates, repairs and regular maintenance
	Title I Technological aides for curriculum that has online components. This includes ancillary licenses for textbooks so students may access additional resources such as videos, music and documents to understand core class material.

	Title I Remediation/Intervention/EL/L2 online Support program purchases - English & math flex literacy materials, READ 180, reference guides, subs, progress monitoring online testing, printing (1.1); Online access subscriptions Conjuegamos, Quizlet, TCI, Zambombazo
	Title I Purchase extra charging cords for tablets
	Title I Classified hours for parent meetings (all grades), tech support, emergency student supervision during crisis, academic support afternoon meetings, truancy meetings

Annual Review

SPSA Year Reviewed: 2021-22

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.

Students will have access and support to use and maintain their tablets throughout the school year. They will have access to assistance in case repairs are needed, they will have access to printing, and access to charging availability as needed.

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.

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

Provide a Safe, Secure, Healthy Environment

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 6

Provide a safe, secure, and healthy environment for all students, particulary low-income, English Learners, foster youth, and staff, focusing on a positive school climate that enhances students and stakeholder engagement.

Identified Need

A safe a secure environment is measured by less suspensions, less discipline, and increased graduation rate and school climate surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Security presence	Number of security in August of 2022	Increased security and extra hours by June of 2023
Increased attendance across all grade levels		
Positive school environment through posters encouraging student involvement and activities		
Restorative training sessions	Number of student sessions and mediation in 2022-2023 school year	

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

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

All students

Strategy/Activity

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.

16,639.00	Title I Posters for campus encouraging safety, avoiding drug use, getting involved and having a good disposition towards school and high performance
	Title I Signs for exterior buildings to build school pride and label areas for new students
	Title I Restorative conflict mediation sessions for students with disagreements
	Title I Training for staff to run positive choices groups and conflict mediation sessions. Training and staff development in the areas of social emotional health, multi-tier systems of support, and ways to reduce stressors and increase well being

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

Support English Learner Proficiency

LEA/LCAP Goal

LCAP Priorities: Priority 1: Support Student Achievement
Priority 2: Create a Respectful and Caring Culture
Priority 3: Promote CTE Pathway Engagement, Access and Equity
Priority 4: Build College and Career Readiness
Priority 5: Provide Access to Technology
Priority 6: Provide a Safe, Secure, Healthy Environment
Priority 7: Support English Learner Proficiency

Goal 7

English Language proficiency rates for English Learners will annually improve by 13% to increase the number of students who are eligible for reclassification, to earn the State Seal of Biliteracy, and meet college and career requirements as measured by local and state assessment instruments and rubrics.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Seal of Biliteracy Earners	Number in 2019	Number in 2023
Number of students enrolled in AP Spanish Lit and Language classes	Number of courses in 2019	Number of courses in 2023
CCI numbers will increase from 2019 to 2022		
Number of tutoring sessions calendared in 2022-2023 school year by instructional aides	Number sessions in 22-23 school year	Number in future

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

Students will receive support in the form of EL training for their teachers and resources needed to assist students.

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

Amount(s)	Source(s)
16,639.00	Title I ELPAC test chats to be done in all EL classes
	Title I ELPAC study guides to be created for students to assist
	Title I Extra work agreements for staff to complete curriculum calendars and lessons for increase in ELPAC tests and training in administering the ELPAC exam
	Title I Extra hours for bilingual aides offering direct service of tutoring and individual help
	Title I Training for bilingual aides to best help students in focus areas
	Title I Planners for students to encourage study habits, mindfulness, and attention to deadlines. Planners encourage students to keep track of their classes and homework. This years planner will be bilingual.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Students will increase in performance areas

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.

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

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	$116,473.00

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	$116,473.00

Subtotal of additional federal funds included for this school: $116,473.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $116,473.00

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	116,473.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	116,473.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,639.00
Goal 2	16,639.00
Goal 3	16,639.00
Goal 4	16,639.00
Goal 5	16,639.00
Goal 6	16,639.00
Goal 7	16,639.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Shanda Herrera	Principal
Jessica Zambrano	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
Johnny Chavez	Secondary Student
Jeselle Vega	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**
Paul Colli	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:

Sherie Sp	Principal, Shanda Herrera on 3-19-22
Henry Vada	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.

Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019