School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

| | |
|---|---|
| **School Name** | Palo Verde High School |
| **Address** | 667 North Lovekin Boulevard<br>Blythe, CA 92225 |
| **County-District-School (CDS) Code** | 33-67181-3335759 |
| **Principal** | Jack Reed |
| **District Name** | Palo Verde Unified School District |
| **SPSA Revision Date** | 12-06-2023 |
| **Schoolsite Council (SSC) Approval Date** | 12-06-2023 |
| **Local Board Approval Date** | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

# Purpose and Description

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

X Schoolwide Program

X Additional Targeted Support and Improvement

Palo Verde High School will provide extra support through this SPSA and through the PVUSD LCAP for the following student groups identified as in need of Additional Targeted Support and Improvement:  students who are English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.

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.

Palo Verde High School will offer after school tutoring and Saturday School to provide extra support for students who are identified as needing interventions and or remediation. In addition, all students have access to Chromebooks, Google Classrooms, Clever, and programs such as Upward Bound and Next Up.

# School Vision and Mission

Vision:
Palo Verde High School - Building a strong academic foundation and post-secondary opportunities for all students through the support of parents and community.

Mission:
The learning community of Palo Verde High School will ensure ALL students are college/career ready not only academically but by learning to Persevere, Viewing everyone with respect, Having a purpose driven life, and Serving their school and community.

Vision of Instruction:
The Vision of Instruction at Palo Verde High School includes standards-based planning through collaboration between teachers and departments within a PLC, standards-based lessons delivered through proven researched-based instructional practices, standards-based assessments to provide data to measure student growth and drive instruction.

# School Profile

Palo Verde High School is a comprehensive high school located in the arid lower desert adjacent to the Colorado River in eastern Riverside Country. The 2023-24 school year has the current average daily enrollment of Palo Verde High School at 768 students. The break down by grade level is 212 ninth grade students, 213 tenth grade students, 184 eleventh grade students, and 159 twelfth grade students. PVHS services 44 English Language Learners, 134 students on IEPs, 5 student 504 plans and of the entire student body, 76.34% qualify for free/reduced lunch. The student population comes from an 1800 square mile area that extends from the Colorado River to Desert Center. Consequently, our students are very diverse and typically do not share a common rural economic and social background. Students who live in the outlying areas travel great distances to attend school. Blythe is an isolated agricultural community, and although our students come from various socio-economic conditions the workforce is diverse, the majority of parents (82%) of Palo Verde High School students lack a college education.

PVHS has worked to build upon the academic programs available to students by increasing the number of A-G courses offered to students. During the 2023-24 school year, PVHS is offering over 65 classes that are A-G approved including 5 Advanced Placement classes. Currently, students at Palo Verde High School have 5 possible CTE pathways available to them. The teaching staff has 40 teachers across the subject areas with 3 administrators and 3 counselors.The classified support staff of PVHS includes 28 support staff of which 16 are paraeducators for special education. There is one School Resource Officer and three Campus Security Officers on site. The faculty/staff utilize the Early Release Wednesday time for staff development, collaboration, and planning. Instructional times exceeds the state requirements of 64,800 minutes in the California Educational Code.

# 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

Principal meets with stakeholders from groups involved with the school; faculty, staff, students, parents and community members to review goals and data to create the Single Plan for Student Achievement. Met with school site council on the following dates: September 9, 2022 and January 26, 2023. 2022-2023 School Site Council evaluated the goals and data on the following dates: January 26, 2023. The Single Plan for Student Achievement was reviewed and approved by the 2023-2024 School Site Council on December 6, 2023.

# Resource Inequities

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

There are no resource inequities identified as a result of a needs assessment. Palo Verde High School is a schoolwide Title I school.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Percent of Enrollment** | | | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **American Indian** | 0.6% | 0.73% | 0.24% | 5 | 6 | 2 |
| **African American** | 7.1% | 7.74% | 7.32% | 61 | 64 | 60 |
| **Asian** | 0.5% | 0.48% | 0.24% | 4 | 4 | 2 |
| **Filipino** | 0.5% | 0.24% | 0.24% | 4 | 2 | 2 |
| **Hispanic/Latino** | 71.8% | 71.34% | 71.95% | 613 | 590 | 590 |
| **Pacific Islander** | % | % | 0.12% | | | 1 |
| **White** | 17.8% | 16.93% | 17.2% | 152 | 140 | 141 |
| **Multiple/No Response** | 1.1% | 1.81% | 1.71% | 9 | 15 | 14 |
| | | | **Total Enrollment** | 854 | 827 | 820 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** |
| **Grade 7** | | | 2 |
| **Grade 8** | | | 1 |
| **Grade 9** | 240 | 217 | 225 |
| **Grade 10** | 234 | 232 | 217 |
| **Grade 11** | 180 | 227 | 186 |
| **Grade 12** | 200 | 151 | 189 |
| **Total Enrollment** | 854 | 827 | 820 |

**Conclusions based on this data:**

1. Enrollment is declining.

2. The hispanic group makes up the majority of the student population.

3. Each year the cohort groups decline due to dropping out of school, transferring to continuation high school and/or moving out of the district. The most significant decrease is from 11th to 12th grade.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 65 | 68 | 49 | 7.60% | 8.2% | 6.0% |
| **Fluent English Proficient (FEP)** | 108 | 96 | 105 | 12.60% | 11.6% | 12.8% |
| **Reclassified Fluent English Proficient (RFEP)** | 1 | 14 | 12 | 1.5% | 20.6% | 24.5% |

**Conclusions based on this data:**

**1.** During the previous 2 years, we Reclassified several SPED students under Disability v. Language.

**2.** Reclassification requirements are more stringent.

**3.** The number of English Language Learners is decreasing.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 142 | 178 | 141 | 0 | 158 | 121 | 0 | 158 | 121 | 0.0 | 88.8 | 85.8 |
| All Grades | 142 | 178 | 141 | 0 | 158 | 121 | 0 | 158 | 121 | 0.0 | 88.8 | 85.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2550. | 2522. | | 17.09 | 9.92 | | 24.68 | 23.14 | | 26.58 | 26.45 | | 31.65 | 40.50 |
| All Grades | N/A | N/A | N/A | | 17.09 | 9.92 | | 24.68 | 23.14 | | 26.58 | 26.45 | | 31.65 | 40.50 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 21.66 | 17.36 | | 47.77 | 53.72 | | 30.57 | 28.93 |
| All Grades | | 21.66 | 17.36 | | 47.77 | 53.72 | | 30.57 | 28.93 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 15.92 | 9.92 | | 49.68 | 44.63 | | 34.39 | 45.45 |
| All Grades | | 15.92 | 9.92 | | 49.68 | 44.63 | | 34.39 | 45.45 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 8.28 | 9.92 | | 71.97 | 67.77 | | 19.75 | 22.31 |
| All Grades | | 8.28 | 9.92 | | 71.97 | 67.77 | | 19.75 | 22.31 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 11** | | 15.92 | 9.09 | | 65.61 | 62.81 | | 18.47 | 28.10 |
| **All Grades** | | 15.92 | 9.09 | | 65.61 | 62.81 | | 18.47 | 28.10 |

**Conclusions based on this data:**

**1.** Overall Achievement measured by standards met or exceeded decreased from 41.77% in SY2021-2022 to 33.06% in SY2022-2023

**2.** In SY2021-2022 34% of students were struggling in producing clear and purposeful writing. In SY2022-2023 the percentage rose to 45.45%

**3.** There was no improvement in the overall scores.

# 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 142 | 178 | 141 | 0 | 154 | 123 | 0 | 154 | 123 | 0.0 | 86.5 | 87.2 |
| All Grades | 142 | 178 | 141 | 0 | 154 | 123 | 0 | 154 | 123 | 0.0 | 86.5 | 87.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2480. | 2456. | | 4.55 | 0.81 | | 5.84 | 4.88 | | 19.48 | 15.45 | | 70.13 | 78.86 |
| All Grades | N/A | N/A | N/A | | 4.55 | 0.81 | | 5.84 | 4.88 | | 19.48 | 15.45 | | 70.13 | 78.86 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 5.19 | 2.44 | | 31.82 | 25.20 | | 62.99 | 72.36 |
| All Grades | | 5.19 | 2.44 | | 31.82 | 25.20 | | 62.99 | 72.36 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 4.55 | 3.25 | | 46.10 | 47.97 | | 49.35 | 48.78 |
| All Grades | | 4.55 | 3.25 | | 46.10 | 47.97 | | 49.35 | 48.78 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 4.55 | 0.00 | | 56.49 | 55.28 | | 38.96 | 44.72 |
| All Grades | | 4.55 | 0.00 | | 56.49 | 55.28 | | 38.96 | 44.72 |

**Conclusions based on this data:**

1. Only 5.69% of students are meeting the overall standards Mathematics for SY2022-2023, a decrease of 4.7% from SY2021-2022.

2. Greatest area of concern is in math concepts and procedures where the percentage of students not meeting standards increased 9.37%.

3. This is an area that needs improvement for student achievement growth.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 1538.2 | 1521.6 | 1529.1 | 1534.6 | 1519.9 | 1539.7 | 1541.2 | 1522.8 | 1518.1 | 20 | 12 | 18 |
| 10 | 1526.9 | 1539.7 | 1503.6 | 1521.6 | 1526.2 | 1512.2 | 1531.6 | 1552.8 | 1494.3 | 19 | 16 | 12 |
| 11 | * | 1541.7 | * | * | 1539.0 | * | * | 1544.0 | * | 9 | 14 | 4 |
| 12 | * | * | 1552.6 | * | * | 1560.8 | * | * | 1544.0 | 8 | 7 | 11 |
| All Grades | | | | | | | | | | 56 | 49 | 45 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 10.53 | 0.00 | 5.56 | 36.84 | 16.67 | 27.78 | 42.11 | 66.67 | 50.00 | 10.53 | 16.67 | 16.67 | 19 | 12 | 18 |
| 10 | 10.53 | 12.50 | 8.33 | 52.63 | 31.25 | 25.00 | 5.26 | 43.75 | 41.67 | 31.58 | 12.50 | 25.00 | 19 | 16 | 12 |
| 11 | * | 14.29 | * | * | 14.29 | * | * | 50.00 | * | * | 21.43 | * | * | 14 | * |
| 12 | * | * | 18.18 | * | * | 36.36 | * | * | 27.27 | * | * | 18.18 | * | * | 11 |
| All Grades | 7.27 | 8.16 | 11.11 | 43.64 | 24.49 | 28.89 | 23.64 | 51.02 | 40.00 | 25.45 | 16.33 | 20.00 | 55 | 49 | 45 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 21.05 | 8.33 | 16.67 | 57.89 | 41.67 | 44.44 | 15.79 | 50.00 | 22.22 | 5.26 | 0.00 | 16.67 | 19 | 12 | 18 |
| 10 | 36.84 | 18.75 | 8.33 | 31.58 | 50.00 | 50.00 | 10.53 | 18.75 | 25.00 | 21.05 | 12.50 | 16.67 | 19 | 16 | 12 |
| 11 | * | 28.57 | * | * | 28.57 | * | * | 28.57 | * | * | 14.29 | * | * | 14 | * |
| 12 | * | * | 27.27 | * | * | 54.55 | * | * | 0.00 | * | * | 18.18 | * | * | 11 |
| All Grades | 32.73 | 18.37 | 17.78 | 32.73 | 42.86 | 46.67 | 18.18 | 28.57 | 17.78 | 16.36 | 10.20 | 17.78 | 55 | 49 | 45 |

## Written Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 0.00 | 0.00 | 26.32 | 8.33 | 5.56 | 31.58 | 41.67 | 50.00 | 42.11 | 50.00 | 44.44 | 19 | 12 | 18 |
| 10 | 10.53 | 6.25 | 0.00 | 26.32 | 18.75 | 16.67 | 26.32 | 56.25 | 33.33 | 36.84 | 18.75 | 50.00 | 19 | 16 | 12 |
| 11 | * | 0.00 | * | * | 7.14 | * | * | 64.29 | * | * | 28.57 | * | * | 14 | * |
| 12 | * | * | 0.00 | * | * | 18.18 | * | * | 45.45 | * | * | 36.36 | * | * | 11 |
| All Grades | 3.64 | 2.04 | 0.00 | 21.82 | 10.20 | 11.11 | 32.73 | 55.10 | 46.67 | 41.82 | 32.65 | 42.22 | 55 | 49 | 45 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 5.26 | 0.00 | 11.11 | 68.42 | 75.00 | 72.22 | 26.32 | 25.00 | 16.67 | 19 | 12 | 18 |
| 10 | 5.26 | 0.00 | 0.00 | 63.16 | 81.25 | 91.67 | 31.58 | 18.75 | 8.33 | 19 | 16 | 12 |
| 11 | * | 7.14 | * | * | 35.71 | * | * | 57.14 | * | * | 14 | * |
| 12 | * | * | 9.09 | * | * | 72.73 | * | * | 18.18 | * | * | 11 |
| All Grades | 3.64 | 4.08 | 8.89 | 61.82 | 63.27 | 75.56 | 34.55 | 32.65 | 15.56 | 55 | 49 | 45 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 73.68 | 58.33 | 66.67 | 15.79 | 33.33 | 22.22 | 10.53 | 8.33 | 11.11 | 19 | 12 | 18 |
| 10 | 72.22 | 50.00 | 75.00 | 5.56 | 37.50 | 8.33 | 22.22 | 12.50 | 16.67 | 18 | 16 | 12 |
| 11 | * | 57.14 | * | * | 35.71 | * | * | 7.14 | * | * | 14 | * |
| 12 | * | * | 81.82 | * | * | 9.09 | * | * | 9.09 | * | * | 11 |
| All Grades | 70.37 | 57.14 | 71.11 | 12.96 | 34.69 | 13.33 | 16.67 | 8.16 | 15.56 | 54 | 49 | 45 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 15.79 | 8.33 | 0.00 | 42.11 | 8.33 | 44.44 | 42.11 | 83.33 | 55.56 | 19 | 12 | 18 |
| 10 | 15.79 | 12.50 | 16.67 | 47.37 | 50.00 | 8.33 | 36.84 | 37.50 | 75.00 | 19 | 16 | 12 |
| 11 | * | 0.00 | * | * | 57.14 | * | * | 42.86 | * | * | 14 | * |
| 12 | * | * | 0.00 | * | * | 45.45 | * | * | 54.55 | * | * | 11 |
| All Grades | 12.73 | 6.12 | 4.44 | 43.64 | 38.78 | 37.78 | 43.64 | 55.10 | 57.78 | 55 | 49 | 45 |

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 0.00 | 0.00 | 73.68 | 75.00 | 77.78 | 26.32 | 25.00 | 22.22 | 19 | 12 | 18 |
| 10 | 5.26 | 0.00 | 0.00 | 68.42 | 75.00 | 75.00 | 26.32 | 25.00 | 25.00 | 19 | 16 | 12 |
| 11 | * | 7.14 | * | * | 71.43 | * | * | 21.43 | * | * | 14 | * |
| 12 | * | * | 0.00 | * | * | 90.91 | * | * | 9.09 | * | * | 11 |
| All Grades | 1.82 | 2.04 | 2.22 | 67.27 | 73.47 | 77.78 | 30.91 | 24.49 | 20.00 | 55 | 49 | 45 |

The table above is titled:

**Writing Domain**
**Percentage of Students by Domain Performance Level for All Students**

**Conclusions based on this data:**

**1.** There was an increase of 13.97% of English Language Learners who scored Well Developed in the Speaking Domain.

**2.** Only 4.44% of English Language Learners scored Well Developed in the Reading Domain for SY2022-2023.

**3.** Only 2.22% of English Language Learners scored Well Developed in the Writing Domain for SY2022-2023.

# School and Student Performance Data
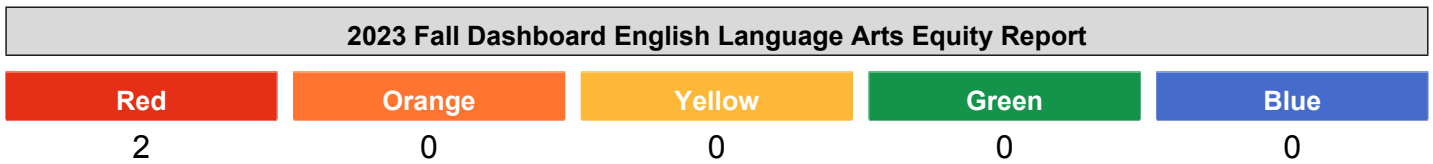
## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population | | | |
| --- | --- | --- | --- |
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **820** | **77.1** | **6** | **1.1** |
| Total Number of Students enrolled in Palo Verde 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. |

| 2022-23 Enrollment for All Students/Student Group | | |
| --- | --- | --- |
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 49 | 6 |
| **Foster Youth** | 9 | 1.1 |
| **Homeless** | 16 | 2 |
| **Socioeconomically Disadvantaged** | 632 | 77.1 |
| **Students with Disabilities** | 103 | 12.6 |

| Enrollment by Race/Ethnicity | | |
| --- | --- | --- |
| **Student Group** | **Total** | **Percentage** |
| **African American** | 60 | 7.3 |
| **American Indian** | 2 | 0.2 |
| **Asian** | 2 | 0.2 |
| **Filipino** | 2 | 0.2 |
| **Hispanic** | 590 | 72 |
| **Two or More Races** | 14 | 1.7 |
| **Pacific Islander** | 1 | 0.1 |
| **White** | 141 | 17.2 |

**Conclusions based on this data:**

1. 77.1% of the student population are classified as Socioeconomically Disadvantaged.

2. The Hispanic student population is 72% of the overall enrollment, followed by White student population at 17.2% and African American student population at 7.3%.

3. The SED group at 77.1% is our highest student group, followed by our Students with Disability group at 12.6% and our English Learners group at 6%.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** Red | **Graduation Rate** Blue | **Suspension Rate** Red |
| **Mathematics** Red | **Chronic Absenteeism** No Performance Color | |
| **English Learner Progress** Yellow | | |
| **College/Career** High | | |

**Conclusions based on this data:**

**1.** The suspension rate needs to decrease.

**2.** Students need to perform better in ELA and Mathematics.

**3.** English Language Learners are making steady progress.

# School and Student Performance Data

## Academic Performance
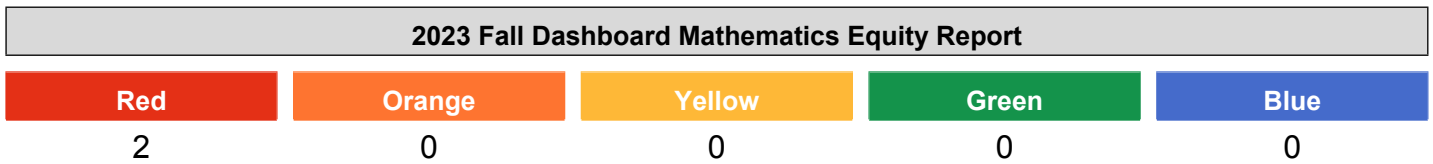## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 0 | 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.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | Less than 11 Students | No Performance Color |
| 75 points below standard | | |
| Decreased Significantly -26.4 points | 8 Students | 0 Students |
| 140 Students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Red | 135.8 points below standard |
| | 79.5 points below standard | Maintained -2.1 points |
| 3 Students | Decreased Significantly -16 points | 26 Students |
| | 111 Students | |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students<br><br>9 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | Less than 11 Students<br><br>1 Student |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Red<br>65.4 points below standard<br>Decreased Significantly -31 points<br>102 Students | Less than 11 Students<br><br>1 Student | No Performance Color<br>0 Students | 111 points below standard<br>Maintained +2 points<br><br>27 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.

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners |
|---|

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students<br><br>3 Students | Less than 11 Students<br><br>5 Students | 89.4 points below standard<br>Decreased Significantly -45.5 points<br><br>114 Students |

**Conclusions based on this data:**

**1.** Overall student achievement decreased 26.4 points.

**2.** Our Hispanic population decreased significantly by 31 points. English Language Arts and the supports offered need to reevaluated.

**3.** Our English only group decreased significantly by 45.5 points.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 0 | 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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | Less than 11 Students | No Performance Color |
| 174.1 points below standard | | |
| Decreased -13.5 points | 9 Students | 0 Students |
| 141 Students | | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Red | 190.7 points below standard |
| | 173.8 points below standard | Increased +8.3 points |
| 3 Students | Decreased -4.6 points | 27 Students |
| | 112 Students | |

## 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students

9 Students | No Performance Color

0 Students | No Performance Color

0 Students | Less than 11 Students

1 Student |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Red

171.5 points below standard

Decreased Significantly - 18.1 points

103 Students | Less than 11 Students

1 Student | No Performance Color

0 Students | 171.3 points below standard

Increased Significantly +39.5 points

27 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

## 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students

3 Students | Less than 11 Students

6 Students | 179.8 points below standard

Decreased Significantly -23.6 points

114 Students |

**Conclusions based on this data:**

**1.** There was a decrease in points below standards of 13.5 in SY2022-2023.

**2.** Hispanic students are the largest group of students with 103 student. They saw a significant decrease in points below standards of 18.1 points.

**3.** The White student group saw a significant increase of 39.5 points in SY2022-2023.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

| 2023 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| Yellow |
| 38.6 points above standard making progress towards English language proficiency |
| Number of EL Students: 44 Students |
| Performance Level: 2 |
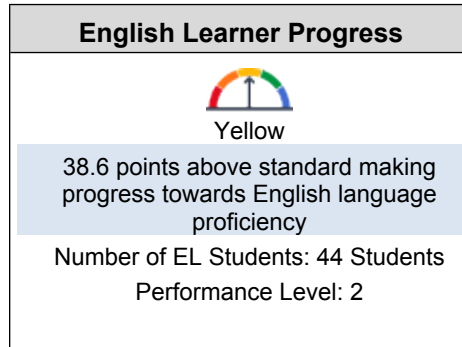
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2023 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 |
| 4 | 21 | 1 | 16 |

**Conclusions based on this data:**

**1.** More students progressed At Least One ELPI Level than Decreased One ELPI Level in SY2022-2023.

**2.** More students Maintained ELPI Level than increased or decreased levels.

**3.** There is a need to review the ones who decreased on ELPI Level to learn where more supports are needed.

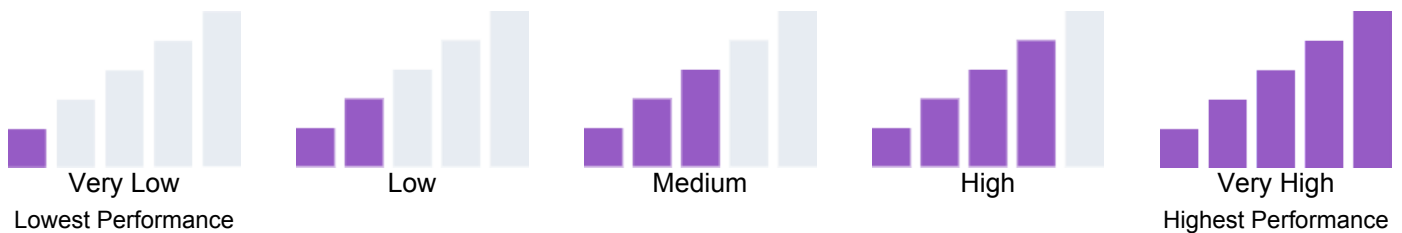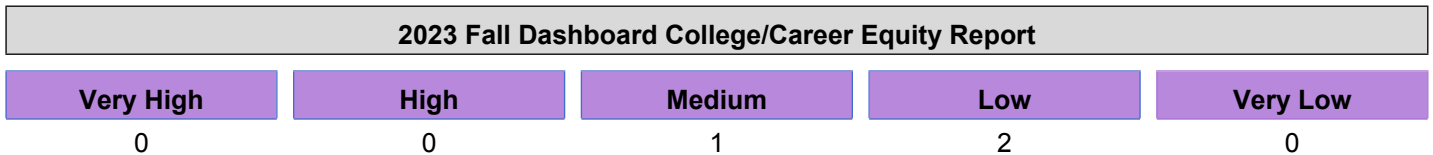# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

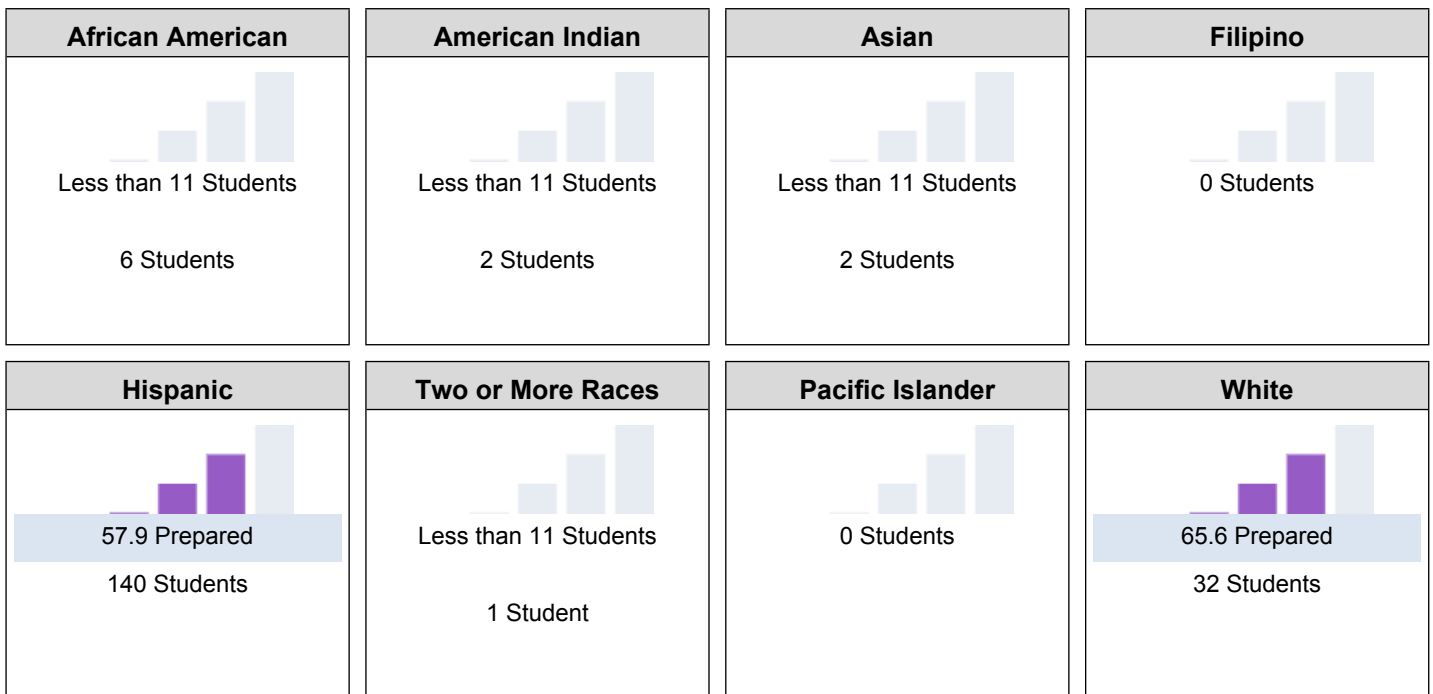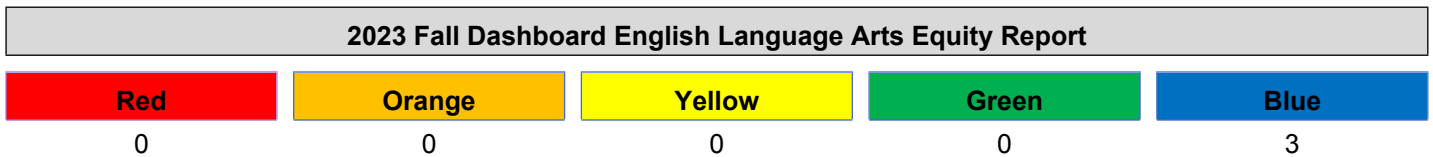| 2023 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 0 | 0 | 1 | 2 | 0 |

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.

## 2023 Fall Dashboard College/Career Report for All Students/Student Group

### All Students
58.4 Prepared

185 Students

### English Learners
21.4 Prepared

14 Students

### Foster Youth
0 Students

### Homeless
Less than 11 Students

3 Students

### Socioeconomically Disadvantaged
53.9 Prepared

141 Students

### Students with Disabilities
33.3 Prepared
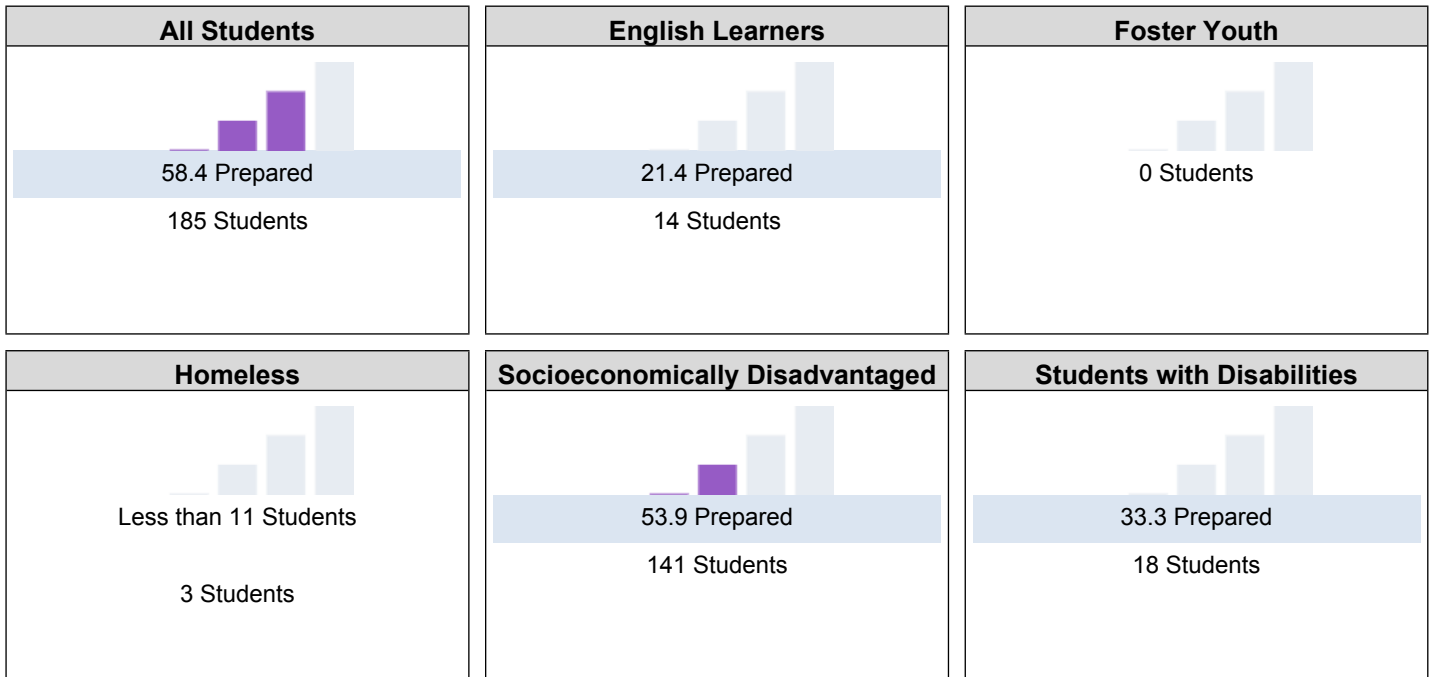
18 Students

## 2023 Fall Dashboard College/Career Reportby Race/Ethnicity

### African American
Less than 11 Students

6 Students

### American Indian
Less than 11 Students

2 Students

### Asian
Less than 11 Students

2 Students

### Filipino
0 Students

### Hispanic
57.9 Prepared

140 Students

### Two or More Races
Less than 11 Students

1 Student

### Pacific Islander
0 Students

### White
65.6 Prepared

32 Students

**Conclusions based on this data:**

**1.** According to the data 58.4% of students are prepared for College or Career.

**2.** Our Socioeconomic student group is 53.9% prepared for College or Career.

**3.** Our White student group is 65.6% prepared while our Hispanic student group is 57.9% prepared.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

This section provides number of student groups in each level.

### 2023 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 0 | 0 | 0 | 3 |

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

### 2023 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--------------|------------------|--------------|
| Blue | 85.7% graduated | No Performance Color |
| 96.8% graduated | Maintained 0 | 0 Students |
| Increased Significantly 6.4 | 14 Students | |
| 185 Students | | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|----------|--------------------------------|----------------------------|
| Less than 11 Students | Blue | 83.3% graduated |
| 3 Students | 95.7% graduated | Increased Significantly 10.6 |
| | Increased Significantly 8.1 | 18 Students |
| | 141 Students | |

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students | Less than 11 Students | Less than 11 Students | No Performance Color |
| 6 Students | 2 Students | 2 Students | 0 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Blue | Less than 11 Students | No Performance Color | Blue |
| 96.4% graduated | 1 Student | 0 Students | 96.9% graduated |
| Increased 3.8 | | | Increased Significantly 9 |
| 140 Students | | | 32 Students |

**Conclusions based on this data:**

**1.** The graduation rate increased for SED students to 95.7%.

**2.** The Hispanic student population increased in graduation rate to 96.4% while the White student population increased to 96.9%.

**3.** Our Students with Disabilities significantly increased to 83.3%.

# School and Student Performance Data
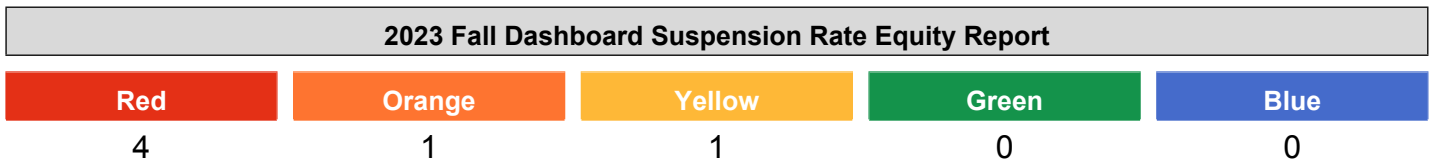
## Conditions & Climate
## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 4 | 1 | 1 | 0 | 0 |

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.

### 2023 Fall Dashboard Suspension Rate for All Students/Student Group

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Red | Orange | 18.2% suspended at least one day |
| 13.9% suspended at least one day | 8.3% suspended at least one day | Declined -6.8 |
| Increased Significantly 3.5 | Increased 1.8 | 11 Students |
| 877 Students | 60 Students | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| 30.4% suspended at least one day | Red | Red |
| 23 Students | 16.5% suspended at least one day | 26.4% suspended at least one day |
| | Increased Significantly 4.4 | Increased 11.2 |
| | 678 Students | 121 Students |

## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Red | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 36.5% suspended at least one day | 3 Students | 3 Students | 2 Students |
| Increased 9.5 | | | |
| 74 Students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Red | 17.4% suspended at least one day | Less than 11 Students | Yellow |
| 12.9% suspended at least one day | Declined -1.7 | 1 Student | 6.6% suspended at least one day |
| Increased Significantly 4 | 23 Students | | Declined -1.5 |
| 620 Students | | | 151 Students |

**Conclusions based on this data:**

1. Suspension rates increased on campus to 13.9% of students suspended at least one or more days in SY2022-2023.

2. The African American student population had the highest rates of suspension at 36.5%.

3. Our Students with Disabilities at 26.4%.requires an examination of IEPs and Behavior plans to assess why so many were suspended.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Student academic achievement

### Goal Statement

To Increase student academic achievement for all  students.

### LCAP Goal

Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

### Basis for this Goal

WASC self study surveys and the recommendation of the visiting team, LCAP community meetings and faculty/staff surveys

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| 11th grade ELA state assessment<br><br>11th grade Math state assessment | 11th grade ELA state assessment for 2021-2022 = 41% of all 11th grade students met or exceeded ELA state standards<br><br>11th grade Math state assessment for 2021-2022 = 10% of all 11th grade students met or exceeded Math state standards | 11 grade students meeting and exceeding ELA state standards will increase from 41% to 50%<br><br>11 grade students meeting and exceeding Math state standards will increase from 10% to 20% |

## Planned Strategies/Activities

### Strategy/Activity 1

Extended learning time.

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/2023-6/2024

### Person(s) Responsible

PVHS Principal, PVHS teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 10,000.00 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Small group after school tutoring |

# Strategy/Activity 2

Freshman, Junior and Senior Seminar

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/2023-6/2024

## Person(s) Responsible

PVHS Administration and Faculty

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1,000.00 |
| **Source** | Title I |
| **Budget Reference** | 5800: Professional/Consulting Services And Operating Expenditures |
| **Description** | Develop a 10 year plan. College and Career Readiness preparation. |

# Strategy/Activity 3

Increase educational opportunities for all students

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

PVHS administration and PVHS faculty and staff

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 10,000.00 |
| **Source** | Title I |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |

| Description | Provide opportunities such as Mock Trial, academic field trips, college trips and standards based competition |
| --- | --- |

## Strategy/Activity 4

Professional Development for Teachers

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

District Office and PVHS

## Proposed Expenditures for this Strategy/Activity

| Amount | 500.00 |
| --- | --- |
| Source | Title I |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Schedule ongoing, relevant professional development |

## Strategy/Activity 5

Partial funding of a library technician

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

District office and site administration

## Proposed Expenditures for this Strategy/Activity

| Amount | 50,000.00 |
| --- | --- |
| Source | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Library tech to assist with textbooks, novels and student research. 75% Title 1 25% General Fund |

## Strategy/Activity 6

Reading programs to increase Lexile levels

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

District office and PVHS

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2,490.00 |
| **Source** | Title I |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | MyOn and Corrective Reading program to increase reading levels of all students. |

# Strategy/Activity 7

Intervention programs for ELA and Math (IXL online, targeted intervention)

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

District office and PVHS

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4,000.00 |
| **Source** | Title I |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | IXL provides targeted intervention by standard for student intervention. |

# Strategy/Activity 8

Support CTE pathways

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

District office and PVHS

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2,000.00 |
| **Source** | Title I |
| **Budget Reference** | None Specified |
| **Description** | Increase CTE pathways to prepare for viable careers. |

# Strategy/Activity 9

Provide materials and supplies to classrooms

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

PVHS administration, faculty and staff

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 20,000.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Ensure that teachers and students have the supplemental supplies needed to participate in school and classroom lessons. |

# Strategy/Activity 10

Build the inventory of the site library to assist students

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

District Office and PVHS Administrator

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 500.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | refurbish the reading selection and materials for students |

# Strategy/Activity 11

Student Agendas

## Students to be Served by this Strategy/Activity

All students

## Timeline

08/2023-06/2024

## Person(s) Responsible

PVHS Administration, faculty and students

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4500.00 |
| **Source** | Title I |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Use of student agendas to organize assignments and have access to information regarding the school. |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject
Safe and healthy learning environment for students, staff & parents.

### Goal Statement
Increase positive school climate.

### LCAP Goal
Create and implement systems of support to provide a safe and healthy learning environment for students, staff and parents.

### Basis for this Goal
WASC self study surveys and the recommendation of the visiting team, LCAP community meetings, faculty/staff surveys

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Suspension rates<br><br>Expulsion rates<br><br>Attendance rates | CA Dashboard suspension indicator = all students 10.5%<br><br>Last year's expulsion number from SIS = 4<br><br>CA Dashboard chronic absenteeism indicator = Begins 22-23 | Suspension rates for the 2023-2024 school year will decrease by 10% from the previous year.<br><br>Expulsion rates for the 2023-2024 school year will decrease by 10% from the previous year.<br><br>Attendance rates will increase from 83% to 90% for the 2023-2024 school year. |

### Planned Strategies/Activities

### Strategy/Activity 1
Parent meetings

### Students to be Served by this Strategy/Activity
All students

### Timeline
8/2023-6/2024

**Person(s) Responsible**

Administration and counseling departments

**Proposed Expenditures for this Strategy/Activity**

| Amount | 100.00 |
|---|---|
| Source | Title I |
| Budget Reference | 5900: Communications |
| Description | Hold parent informational meetings |

## Strategy/Activity 2

Peer mediation training

### Students to be Served by this Strategy/Activity

All students

### Timeline

Annually 8/2023-6/2024

### Person(s) Responsible

Administration and peer counseling teacher

### Proposed Expenditures for this Strategy/Activity

| Amount | 500.00 |
|---|---|
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Training for peer counselors |

## Strategy/Activity 3

Character education programs

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/2023-6/2024

### Person(s) Responsible

PVHS Faculty and Staff

### Proposed Expenditures for this Strategy/Activity

| Amount | 100.00 |
|---|---|
| Source | Title I |

| Budget Reference | 4000-4999: Books And Supplies |
|---|---|
| Description | Provide daily positive character education through positive messaging and teaching appropriate behavior |

## Strategy/Activity 4

Small group intervention

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/2023-6/2024

### Person(s) Responsible

Administration and counseling

### Proposed Expenditures for this Strategy/Activity

| Amount | 200.00 |
|---|---|
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Develop small group interventions to mentor negative behaviors and attendance. |

## Strategy/Activity 5

Drop Out Prevention Specialist

### Students to be Served by this Strategy/Activity

All Students

### Timeline

08/2023-06/2024

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

| Amount | 32,100.00 |
|---|---|
| Source | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Communicates with parents/students regarding school attendance, conducts SART meetings and works on incentives to increase attendance rates |

## Strategy/Activity 6

Counseling Services

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-06/2024

## Person(s) Responsible

PVHS Administration & Counselors

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 72,010.00 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | 25% Title 1 per each of the four counselors 75% LCAP 0707 per each of the four counselors |

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject
Collaboration of all stakeholders

### Goal Statement
Increase collaboration with students, staff, parents and the community.

### LCAP Goal
Create and implement systems of support to increase collaboration and engagement with all stakeholders to advance learning and continuous improvement.

### Basis for this Goal
WASC self study surveys and the recommendation of the visiting team, LCAP community meetings, faculty/staff surveys

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Parent/guardian & student sign-in sheets<br>Incoming 9th graders | Count from sign-in sheets<br>Baseline begins this year and data will be collected at the elementary sites. | To increase attendance by parents/guardians & students by 10%. |

### Planned Strategies/Activities

### Strategy/Activity 1
Increase communication with student homes

### Students to be Served by this Strategy/Activity
All students

### Timeline
8/2023-6/2024

### Person(s) Responsible
District office, PVHS administration, faculty and staff

### Proposed Expenditures for this Strategy/Activity

| Amount | |
|---|---|
| | 0.0 |

| Source | None Specified |
|---|---|
| Budget Reference | None Specified |
| Description | Increase social media messages |
| Amount | 0 |
| Source | None Specified |
| Budget Reference | None Specified |
| Description | Develop and hold parent meetings |

## Strategy/Activity 2

Parent/guardian informational nights

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

PVHS Administrators, PVHS Counselors, Faculty & Staff

## Proposed Expenditures for this Strategy/Activity

| Amount | 100.00 |
|---|---|
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | 8th grade open house, FASFA workshops, attendance meetings, behavior meetings, senior informational nights, etc. |

## Strategy/Activity 3

Aeries Parent Square

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

PVHS Administration, Counselors and Faculty

## Proposed Expenditures for this Strategy/Activity

| Amount | 2900.00 |
|---|---|

| | |
|---|---|
| **Source** | Title I |
| **Budget Reference** | 5900: Communications |
| **Description** | Parent communication |

## Strategy/Activity 4

Provide community announcements

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/2023-6/2024

## Person(s) Responsible

PVHS Administration and Journalism Teacher

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0.0 |
| **Source** | Title I |
| **Budget Reference** | None Specified |
| **Description** | online news site |

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

## Goal 1

To Increase student academic achievement for all students.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| 11th grade ELA state assessment<br><br>11th grade Math state assessment | 11 grade students meeting and exceeding ELA state standards will increase from 41% to 50%<br><br>11 grade students meeting and exceeding Math state standards will increase from 10% to 20% | According to the data provided by CAASPP students meeting and exceeding ELA State Standards in school year 2022-2023 was 33.06%.<br><br>According to the data provided by CAASPP students meeting and exceeding Mathematics State Standards in school year 2022-2023 was 5.69%. |

## Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Extended learning time. | Teachers provided targeted tutoring and general tutoring to students after school for one hour on Mondays, Tuesdays, Thursdays, and Fridays. | Small group after school tutoring 1000-1999: Certificated Personnel Salaries Title I 10,000.00 | Small group after school tutoring 1000-1999: Certificated Personnel Salaries Title I 7266.88 |
| Freshman, Junior and Senior Seminar | There were no expenditures out of Title I for this item. | Develop a 10 year plan. College and Career Readiness preparation. 5800: Professional/Consulting Services And Operating Expenditures Title I 1,000.00 | Develop a 10 year plan. College and Career Readiness preparation. 5800: Professional/Consulting Services And Operating Expenditures Title I 0.00 |
| Increase educational opportunities for all students | The expense for Mock Trial and field trips was under the amount budgeted for these items. | Provide opportunities such as Mock Trial, academic field trips, college trips and standards based competition None Specified Title I 10,000.00 | Provide opportunities such as Mock Trial, academic field trips, college trips and standards based competition 5000-5999: Services And Other Operating Expenditures Title I 5538.25 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Professional Development for Teachers | Professional Development for CMC - South for our mathematics department | Schedule ongoing, relevant professional development None Specified Title I 500.00 | Schedule ongoing, relevant professional development None Specified Title I 824.00 |
| Partial funding of a library technician | The expenditure reflects the portion of the salary paid out of Title I as 75% of overall salary | Library tech to assist with textbooks, novels and student research. 75% Title 1 25% General Fund 2000-2999: Classified Personnel Salaries Title I 50,000.00 | Library tech to assist with textbooks, novels and student research. 75% Title 1 25% General Fund 2000-2999: Classified Personnel Salaries Title I 32,582.24 |
| Reading programs to increase Lexile levels | The MyOn site license was covered under a three year agreement so no expenditure in SY23. The Corrective Reading expenditure was higher than originally budgeted. | MyOn and Corrective Reading program to increase reading levels of all students. None Specified Title I 2,490.00 | MyOn and Corrective Reading program to increase reading levels of all students. 5800: Professional/Consulting Services And Operating Expenditures Title I 4612.17 |
| Intervention programs for ELA and Math (IXL online, targeted intervention) | During the creation of the initial budget this item was a necessary item. However, this item is covered under a grant and does not need Title I funding. | IXL provides targeted intervention by standard for student intervention. None Specified Title I 4,000.00 | IXL provides targeted intervention by standard for student intervention. 5800: Professional/Consulting Services And Operating Expenditures Title I 0.00 |
| Support CTE pathways | No funds were spent from Title I for CTE pathways in SY23 | Increase CTE pathways to prepare for viable careers. None Specified Title I 2,000.00 | Increase CTE pathways to prepare for viable careers. None Specified Title I 0.00 |
| Provide materials and supplies to classrooms | Supplies for the classroom to supplement instruction. Original budget was $20,000 but savings in other areas allowed for more supplies to be purchased from Title I | Ensure that teachers and students have the supplies needed to participate in school and classroom lessons. 4000-4999: Books And Supplies Title I 20,000.00 | Ensure that teachers and students have the supplies needed to participate in school and classroom lessons. 4000-4999: Books And Supplies Title I 23,889.16 |
| Build the inventory of the site library to assist students | Books for the library were purchased for students | refurbish the reading selection and materials for students 4000-4999: Books And Supplies Title I 500.00 | refurbish the reading selection and materials for students 4000-4999: Books And Supplies Title I 4,580.20 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Student Agendas | Students receive agendas the first week of school to use for recording assignments, homework, and learning objectives. | Use of student agendas to organize assignments and have access to information regarding the school. 4000-4999: Books And Supplies Title I 4500.00 | Use of student agendas to organize assignments and have access to information regarding the school. 4000-4999: Books And Supplies Title I 4,368.15 |

## Analysis

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

In reflecting on the overall implementation of the strategies and activities to achieve the articulated goal, it is evident that despite our efforts, the goal was not achieved. Several factors contributed to this outcome, including the effects of the COVID-19 pandemic on students' socio-emotional wellbeing, our geographic location, and the apathy of some of the teaching staff.

Moving forward, it will be essential to reassess the strategies and activities utilized, identify areas for improvement, and consider alternative approaches to better align with the articulated goal. Additionally, seeking input from stakeholders and collaborating on revised strategies will be crucial in enhancing our chances of success in the future

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In evaluating the overall effectiveness of the strategies and activities to achieve the articulated goal, as measured by the school, it is evident that the intended goal was not met. Despite our concerted efforts, the outcome fell short of expectations. It is important to acknowledge that various factors may have influenced this result, including the effects of the COVID-19 pandemic on students' socio-emotional wellbeing, our geographic location, and the apathy of some of the teaching staff.

Moving forward, it will be crucial to conduct a thorough review of the strategies and activities employed, identify areas for improvement, and explore alternative approaches that may better align with the desired goal. Collaboration with stakeholders and the school community will be essential in refining our strategies and maximizing the potential for success in future endeavors.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In examining the proposed and actual expenditures, it is evident that some of the expenditures were covered under other resources than Title I sources.

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.

Changes to consider for this goal is creating a SMART Goal that is Specific, Measurable, Achievable, Relevant, and Time-Bound. We all want to increase student achievement, but when the goal is too vague then the strategies do not effectively achieve the desired outcome.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

## Goal 2

Increase positive school climate.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Suspension rates<br><br>Expulsion rates<br><br>Attendance rates | Suspension rates for the 2022-2023 school year will decrease by 10% from the previous year.<br><br>Expulsion rates for the 2022-2023 school year will decrease from 4 students in the 2021-2022 school year to no more than 2 students.<br><br>Attendance rates will increase from 83% to 90% for the 2022-2023 school year. | The suspension rate in SY 2022-2023 increased by 3.4% from the previous year.<br><br>The expulsion rate for SY 2022-2023 is 0% as reported in Data Quest.<br><br>The Attendance rate as measured by ADA for SY 2022-2023 increased to 88.79% but was 1.21% short of the goal. |

## Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Parent meetings | Various meetings were held with no expenditures from Title I funds. | Hold parent informational meetings 5900: Communications Title I 100.00 | Hold parent informational meetings 5900: Communications Title I 0.00 |
| Peer mediation training | No Title I expenditures for training for peer counselors | Training for peer counselors None Specified Title I 500.00 | Training for peer counselors None Specified Title I 0.00 |
| Character education programs | No Title I expenditures to provide daily positive character education through positive messaging and teaching appropriate behavior | Provide daily positive character education through positive messaging and teaching appropriate behavior None Specified Title I 100.00 | Provide daily positive character education through positive messaging and teaching appropriate behavior None Specified Title I 0.00 |
| Small group intervention | No Title I expenditures for developing small group interventions to mentor negative behaviors and attendance. | Develop small group interventions to mentor negative behaviors and attendance. None Specified Title I 200.00 | Develop small group interventions to mentor negative behaviors and attendance. None Specified Title I 0.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Drop Out Prevention Specialist | There is a Dropout Prevention Specialist on site to communicate with parents/students regarding school attendance, conducts SART meetings and works on incentives to increase attendance rates | Communicates with parents/students regarding school attendance, conducts SART meetings and works on incentives to increase attendance rates 2000-2999: Classified Personnel Salaries Title I 32,100.00 | Communicates with parents/students regarding school attendance, conducts SART meetings and works on incentives to increase attendance rates 2000-2999: Classified Personnel Salaries Title I 19,807.91 |
| Counseling Services | The funding for the four counselors in SY2022-2023 was split 25% Title 1 per each of the four counselors 75% LCAP 0707 per each of the four counselors | 25% Title 1 per each of the four counselors 75% LCAP 0707 per each of the four counselors 1000-1999: Certificated Personnel Salaries Title I 72,010.00 | 25% Title 1 per each of the four counselors 75% LCAP 0707 per each of the four counselors 1000-1999: Certificated Personnel Salaries Title I 71,231.40 |

## Analysis

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

The goal is too subjective and may be the reason why its measures were not met.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies did not meet the mark set for this goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The main expenditures for this goal were for the counselors and dropout prevention specialist.

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.

No planned changes during this transition year to a new school administration.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

## Goal 3

Increase collaboration with students, staff, parents and the community.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Parent/guardian & student sign-in sheets<br>Incoming 9th graders | To increase attendance by parents/guardians & students by 10%. | Unable to determine the actual outcome of this goal for SY2022-2023. |

## Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Increase communication with student homes | Palo Verde High School increased communication via social media by increasing the posts on PVHS Buzz, an online news source kept on Facebook, the use of Home Campus to inform parents of sporting news and events, and the use of Instagram for clubs such as FAA. These clubs maintain and monitor the posts made on social media sites. | Increase social media messages None Specified None Specified 0.0<br><br>Develop and hold parent meetings None Specified None Specified 0 | Increase social media messages None Specified None Specified 0.00<br><br>Develop and hold parent meetings None Specified None Specified 0.00 |
| Parent/guardian informational nights | no Title I expenditures for this item found for SY2022-2023. | 8th grade open house, FASFA workshops, attendance meetings, behavior meetings, senior informational nights, etc. None Specified Title I 100.00 | 8th grade open house, FASFA workshops, attendance meetings, behavior meetings, senior informational nights, etc. None Specified Title I 0.00 |
| Aeries Parent Square | Purchase of Parent Square site license for SY2022-2023 | Parent communication 5900: Communications Title I 2900.00 | Parent communication 5900: Communications Title I 2,786.44 |
| Provide community announcements | Palo Verde High School increased communication via social media by increasing the posts on | online news site None Specified Title I 0.0 | Online News Site None Specified Title I 0.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | PVHS Buzz, an online news source kept on Facebook, the use of Home Campus to inform parents of sporting news and events, and the use of Instagram for clubs such as FAA. These clubs maintain and monitor the posts made on social media sites. | | |

## Analysis

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

In the change of leadership, the implementation of strategies and activities to increase collaboration with students, staff, parents, and the community has required a transition period and adjustment. The school has worked to maintain continuity by building upon existing initiatives while also introducing new approaches to foster collaboration. This transition has involved clear communication with stakeholders, providing opportunities for feedback, and aligning new strategies with the established vision for collaboration. Despite the change in leadership, the school has remained committed to the goal of increasing collaboration, and efforts have been made to ensure a smooth continuation of initiatives while also exploring innovative approaches to further enhance collaboration.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Palo Verde High School has implemented various strategies and activities to increase collaboration with students, staff, parents, and the community. These include informative meetings, student-led initiatives, and community outreach programs. The effectiveness of these efforts is measured through qualitative methods such as feedback surveys, interviews, and observation of increased participation and engagement. Additionally, quantitative measures such as the number of attendees at collaborative events and the frequency of interactions with the community are also considered. While the goal of increasing collaboration is difficult to measure precisely, the school continuously evaluates the impact of these strategies and adjusts them as needed to foster a more collaborative environment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed expenditures and the estimated actual expenditures for this 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.

No planned changes during this transition year to a new school administration.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | 213,000.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 213,000.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| None Specified | 0.00 |
| Title I | 213,000.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 82,010.00 |
| 2000-2999: Classified Personnel Salaries | 82,100.00 |
| 4000-4999: Books And Supplies | 25,900.00 |
| 5000-5999: Services And Other Operating Expenditures | 16,490.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,500.00 |
| 5900: Communications | 3,000.00 |
| None Specified | 2,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 82,010.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 82,100.00 |
| 4000-4999: Books And Supplies | Title I | 25,900.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 16,490.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 1,500.00 |
| 5900: Communications | Title I | 3,000.00 |
| None Specified | Title I | 2,000.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

4 Secondary Students

| Name of Members | Role |
|---|---|
| Jack Reed | Principal |
| Denice Rivera | Classroom Teacher |
| Annie O'Connor | Classroom Teacher |
| Heather Peterson | Classroom Teacher |
| Britt Loureiro | Parent or Community Member |
| Alicia Miles | Parent or Community Member |
| Angela Tate | Parent or Community Member |
| Jaydon Castillo | Secondary Student |
| Lane Loureiro | Secondary Student |
| Victoria Wallace | Secondary Student |
| Morgan Nicklaus | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| **Signature** | **Committee or Advisory Group Name** |
| --- | --- |
| | |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12-6-2023.

Attested:

| | Principal, Jack Reed on 12-6-2023 |
| --- | --- |
| | SSC Chairperson, Annie O'Connor on 12-6-2023 |

# Addendum

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

## Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal.  Strategies and activities that are implemented to achieve the identified goal may be grouped together.  A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## 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.

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

## Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## 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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

# Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## 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 may include additional information or more detail.

## Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1.  A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2.  A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3.  A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4.  An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5.  A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6.  The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7.  The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8.  A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

# Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# Appendix B: Select State and Federal Programs

## Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program