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	Twin Palms Continuation High School
Address	811 West Chanslor Way Blythe, CA 92225
County-District-School (CDS) Code	33-67181-3331139
Principal	Lisa Schlehuber
District Name	Palo Verde Unified School District
SPSA Revision Date	December 12, 2023
Schoolsite Council (SSC) Approval Date	December 12, 2023
Local Board Approval Date	January 16, 2024

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.

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Purpose and Description

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

Schoolwide Program

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

Twin Palms Continuation High School strives to have specific supports in place to meet the needs of all our students in four categories: College and Career Readiness, academic support for English Language Learners, creating and maintaining a safe and healthy environment, increasing community involvement, and increasing our graduation rate. The activities in these areas have been developed in order to aling with ESSA requirements which allign with the Palo Verde District Plans for student achievement.

School Vision and Mission

Palo Verde Unified School District Vision Statement- Palo Verde Unified School District will constantly seek to improve its academic excellence culture. We expect every student to read, write and calculate competently. We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion. We expect every parent, student, and teacher to support the mutual quest for excellence. Educational progress can never happen without truth as its foundation. It is to the wonderful truth of student potential and the challenging truth of student performance that we are unalterably committed to.

Palo Verde Unified School District Mission Statement- Our Mission is to enrich, empower and enhance our students' lives through education.

School Mission Statement

We will strive to make a high school diploma a reality for every student.

School Profile

Twin Palms High School is a continuation high school located in the arid lower desert adjacent to the Colorado River in eastern Riverside County. A certificated staff consisting of five full-time teachers, one shared resource teacher, a full-time principal, and a full-time counselor to offer support for up to the 100 students who attend Twin Palms. TPHS also has three full-time support staff , including a school secretary, a dropout prevention specialist, and a special education paraeducator to provide additional assistance to the students. The student-to-teacher ratio at Twin Palms is approximately 20:1. In the current school year, Twin Palms Continuation School provides 180 days of instruction. The students receive 235 minutes of regular instruction per day. Instructional time exceeds the 180-minute daily requirement as specified in the California Education Code.

The student population comes from an 1800 square mile area that extends from the Colorado River to Desert Center. We also serve students from the Imperial Valley and unincorporated river communities. Consequently, our students typically share a common rural economic, educational, and social background. Students who live in outlying areas travel great distances to attend school. Blythe is an isolated agricultural community, and although our students come from various socio-economic conditions. Although the workforce is diverse, the majority of parents of Twin Palms Continuation School students lack a college education. Shopping, dining, and cultural events are limited unless one travels great distances.

Twin Palms students have access to a short-term independent study program should they experience a need for the intervention. Pregnant minors, bullying victims, and students with related needs can take advantage of this program as an additional alternative to provide them with an opportunity to earn an education despite their personal circumstances.

Another resource available to students at Twin Palms is access to the Cyberhigh and Fuel Education Online Platforms. These Online platforms are a beneficial resource because it allows students to take core or credit recovery classes in order to provide students with the opportunity to take additional classes while taking their scheduled teacher-directed classes. The online platforms provide students with the opportunity to engage in credit recovery for courses that already failed. Students may not otherwise have this opportunity given the resource constraints of the site.

Ethnic distribution and student enrollment have remained stable over the past couple of years, and enrollment levels hover near 90 students. The enrollment data for the 2023/24 school year population consists of 78.8% Hispanic, 5.0% White, 12.5% African-Americans, 1.3% American Indian, 1.3 Multi-ethnic, and 1.3% Filipino. With respect to grade level, we served 2 students in grade ten, 36 in grade eleven, and 39 students in grade 12.

Another important consideration is the Twin Palms' designation as a Western Association of Schools and Colleges (WASC) accredited school site. The faculty and staff are very proud of this designation and work hard to maintain the academic standards established by WASC and look forward to a long-standing relationship with the WASC institution. The SPSA contains the necessary components to serve as the School-Wide Action Plan required by WASC. TPCS hosted a One-Day three-year mid-cycle review for WASC on May 28, 2020, and subsequently earned a six-year accreditation.
Twin Palms received feedback to address the following critical areas for follow-up:

1. Increase parent and other stakeholder involvement by 10%by 2025
2.   Increase the level of high achievement for students by offering CTE courses, aligning our math credits with the comprehensive high school and increasing the amount of credits to graduate.
3.   Provide updated math and social studies textbooks and curriculum that aligns with the common core state standards.
4.   Improve math and reading skills.
5.   Improve the physical appearance of campus, replacing the rusting bathroom sinks, keeping grounds weed-free and clean, and maintaining the Scorpion Den.

In the current school year, the faculty and staff are pursuing various goals that resulted from changes currently occurring in our educational community. The consistency of a principal and implementation of the Positive Behavior Intervention & Support system is causing a cultural change on campus. We have incorporated the Scorpion Den, Scan Student Identification Card Authorization (SSICA) technology, Study Hall, Lunch Pass, a Drop Out Prevention Coordinator, a Mentoring Program (Social Emotional Learning Mentor Partnership with the "ACE" program), and we are in the process of creating a wellness center on our campus for our students.
The school implements a Student Welcome Center, which requires each student to receive a daily screening to ensure that they are prepared to enter the instructional environment without concern for issues related to substance abuse, dress code, electronics, dangerous objects, and other non-allowable items. The faculty and staff thoroughly vetted this idea through Site Council, District leadership, and the Governing Board.

The following data illustrates the conditions that drive our priority school goals. This plan embeds the data analysis into the rationalization for the school goals discussed in upcoming sections. The data presented include SBAC, ELPAC, behavior data, grade distribution, attendance statistics, and other student achievement information.

Another focus of the faculty and staff at Twin Palms is on the School-wide Learner Outcomes (SLO), which states that Twin Palms Continuation School Students are:

1. Prepared to become valued Workers who exhibit:
A. Cooperation and leadership
B. Self direction
C. Ability to adapt---know how to learn
D. Ethical and moral values
E.Skill in math, language, and technology
F. Job search and retention skills

2. Accomplished Learners Who Are:
A. Academically prepared to compete with others to gain higher education or training.

B. Competent in areas required by the school district and state standards.

3. Valuable Community Members who:
A. Have an understanding of our political system and history as they relate to the responsibilities involved in citizenship.
B. Are able to resolve conflicts utilizing non-violent means.
C. Are aware of the physical and emotional dangers of substance abuse.

We will continue to focus on these learning results through assemblies, informal interactions, and the development or enforcement of campus policies to ensure that our students acquire the characteristics expected of our SLOs.

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

The following SSC dates were used for the annual SPSA review, evaluation and update cycle for the 2023/2024 school year: 11/01/2023 and 12/12/2023

Resource Inequities

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

The current benchmarks that are used for reading and math do not permit accommodations for students with disabilities such as extended time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	1.20%	2.13%	1	1	2
African American	7.7%	9.64%	13.83%	6	8	13
Asian	%	%	0%			0
Filipino	%	%	1.06%			1
Hispanic/Latino	71.8%	77.11%	75.53%	56	64	71
Pacific Islander	%	%	0%			0
White	11.5%	9.64%	4.26%	9	8	4
Multiple/No Response	2.6%	1.20%	2.13%	2	1	2
			Total Enrollment	78	83	94

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 10			2
Grade 11	26	16	41
Grade 12	52	67	51
Total Enrollment	78	83	94

Student Enrollment by Grade Level

Conclusions based on this data:

1.
Our Hispanic and White population decreased in numbers, with an increase in African Americans and other ethnicity.

2. There has been a decrease in twelfth grade enrollment in the past three years, however the increase in juniors and sophomores has caused an increase of 9 students for total enrollment in the 2022-23 school year.

3. The school has continued to decline in enrollment of 12th grade during the 2022-23 by approximately 16 students. The 11th graders has increased by 24 students for the 2022-23 school year. Tenth grade student enrollment reached 3 during the 2022-23 school year.

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	9	8	13	11.50%	9.6%	13.8%
Fluent English Proficient (FEP)	8	11	9	10.30%	13.3%	9.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. We are saw an increase in EL learners during the 18-19 school year and then a dip by five students during the 19-20 school year which carried over to the 20-21 school year. In 22-23 are EL population increased while our FEP numbers decreased.

2. Fluent English learners remained the same between 19-20 and 20-21 school year. In 22-23 has decreased by more than 3%.

3. We have not had any RFEP students during this three year span.

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	55	62	70	0	51	63	0	51	63	0.0	82.3	90.0
All Grades	55	62	70	0	51	63	0	51	63	0.0	82.3	90.0

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		2413.	2389.		0.00	0.00		1.96	3.17		15.69	6.35		82.35	90.48
All Grades	N/A	N/A	N/A		0.00	0.00		1.96	3.17		15.69	6.35		82.35	90.48

Reading 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		1.96	1.59		39.22	30.16		58.82	68.25
All Grades		1.96	1.59		39.22	30.16		58.82	68.25

Writing 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		0.00	0.00		9.80	11.11		90.20	88.89
All Grades		0.00	0.00		9.80	11.11		90.20	88.89

Listening 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		1.96	1.59		60.78	57.14		37.25	41.27
All Grades		1.96	1.59		60.78	57.14		37.25	41.27

Research/Inquiry 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		0.00	0.00		56.86	36.51		43.14	63.49
All Grades		0.00	0.00		56.86	36.51		43.14	63.49

Conclusions based on this data:

1. We have increased the number of students that have been testing, however the number of students had also increased.

2. Overall in ELA there was an increase in students who met the standard, but an increase in those not meeting the standard.

3. Students are performing below standard in both reading and writing.

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	55	61	70	0	51	63	0	51	63	0.0	83.6	90.0
All Grades	55	61	70	0	51	63	0	51	63	0.0	83.6	90.0

* 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		2419.	2371.		0.00	0.00		0.00	0.00		5.88	1.59		94.12	98.41
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	0.00		5.88	1.59		94.12	98.41

	Concepts & Procedures 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		0.00	0.00		9.80	1.59		90.20	98.41
All Grades		0.00	0.00		9.80	1.59		90.20	98.41

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		47.06	46.03		52.94	53.97
All Grades		0.00	0.00		47.06	46.03		52.94	53.97

	Communicating Reasoning 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		0.00	0.00		58.82	41.27		41.18	58.73
All Grades		0.00	0.00		58.82	41.27		41.18	58.73

Conclusions based on this data:

1. 90% of students took the CAASPP.

2. Of all students tested, 98% did not meet the standards.

3. There were no students who meet the standards.

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
11	*	*	*	*	*	*	*	*	*	*	4	8
12	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										5	9	10

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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing 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
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
83	**79.5**	**9.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Twin Palms Continuation 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	9.6
Foster Youth		
Homeless	1	1.2
Socioeconomically Disadvantaged	66	79.5
Students with Disabilities	8	9.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	9.6
American Indian	1	1.2
Asian		
Filipino		
Hispanic	64	77.1
Two or More Races	1	1.2
Pacific Islander		
White	8	9.6

Conclusions based on this data:

1. 95% of our students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

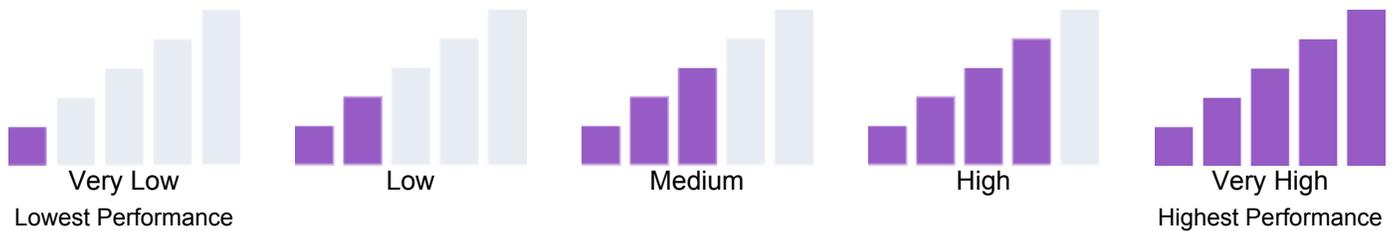| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** Medium	**Suspension Rate** Medium
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Our graduation is in the medium range. There was no data from previous years to compare changes.

2. Our suspension rate is still medium. There was no data from previous years to compare changes.

3. There is not enough data to measure attendance or academic performance.
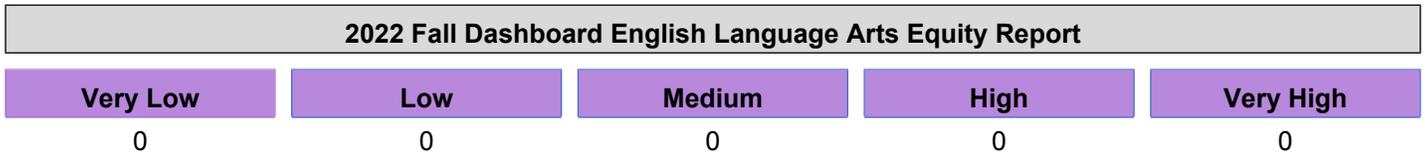
School and Student Performance Data

Academic Performance
English Language Arts

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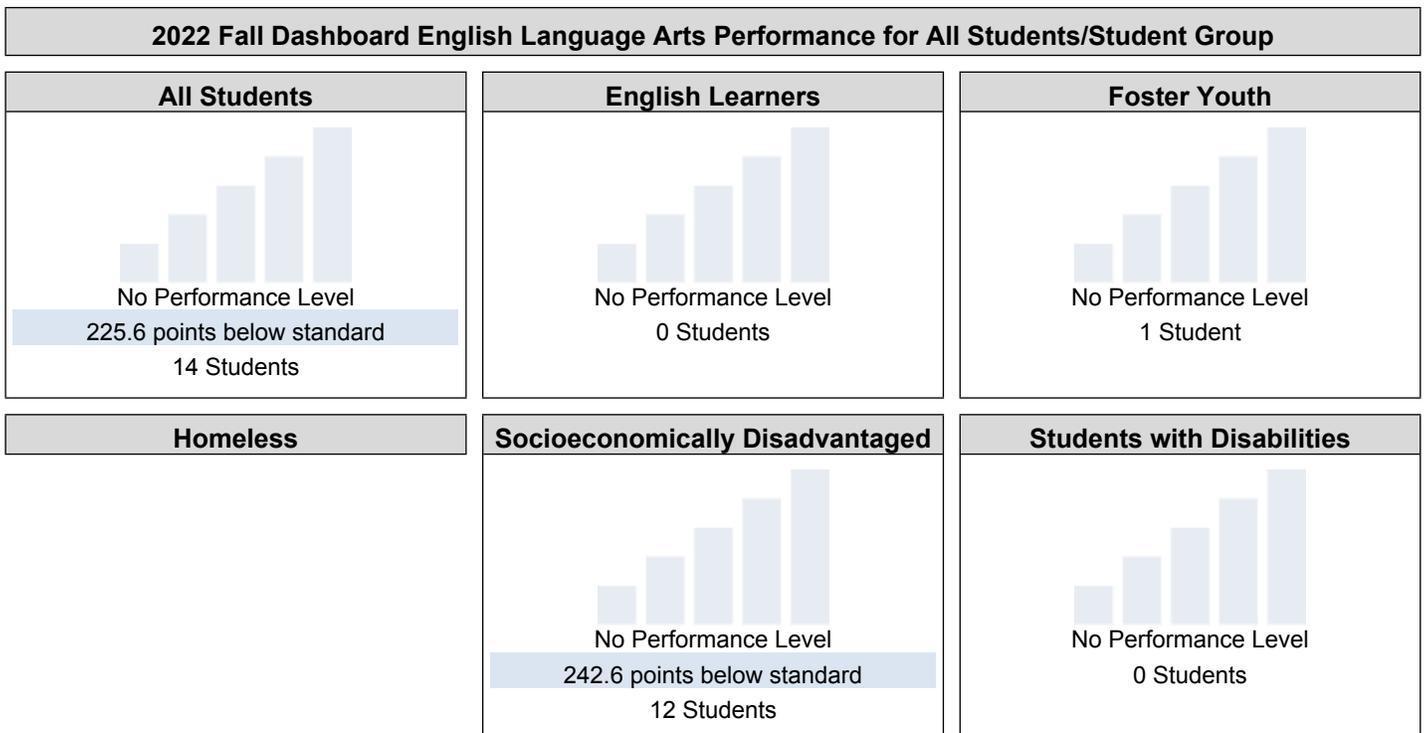
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
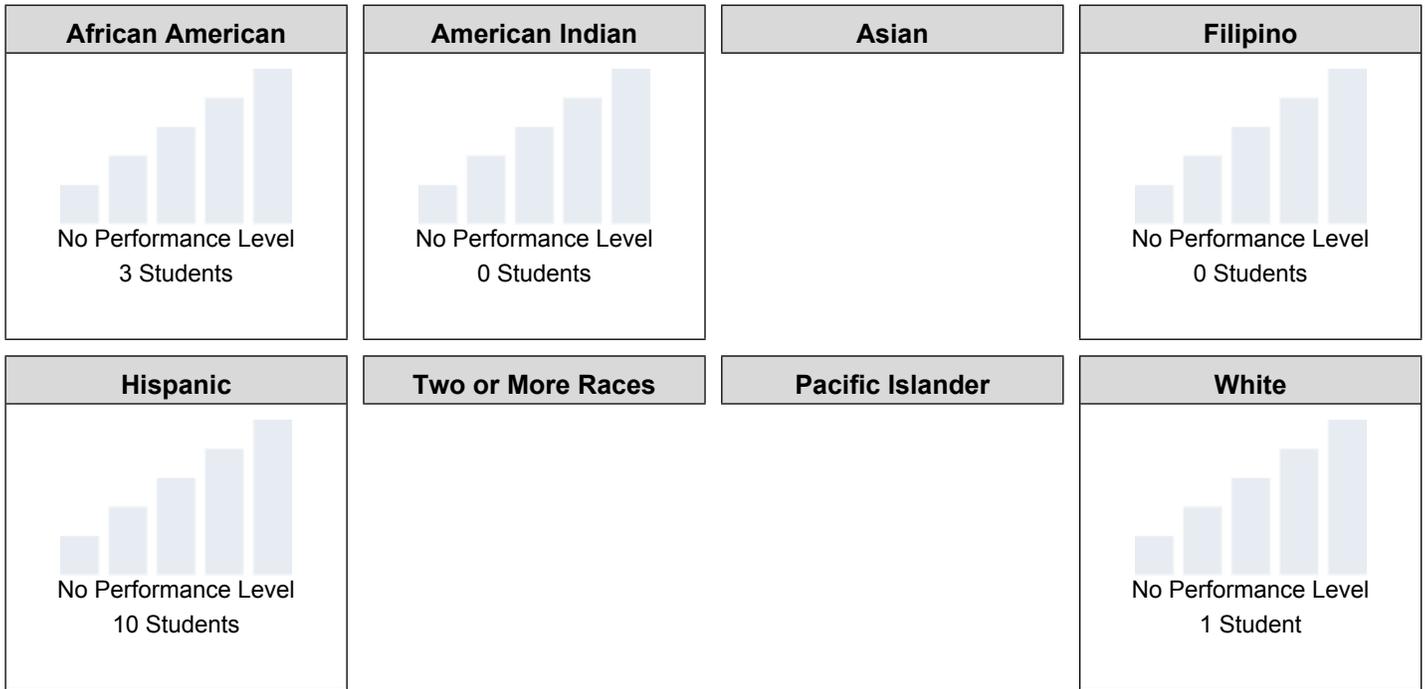

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 225.6 points below standard 14 Students	No Performance Level 0 Students	No Performance Level 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level 242.6 points below standard 12 Students	No Performance Level 0 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 0 Students		No Performance Level 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 10 Students			No Performance Level 1 Student

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	249.8 points below standard 12 Students

Conclusions based on this data:

1. Although we have a small amount of students that counted on our scores, we have significant room for improvement in Language Arts. We lost our reading specialist and are currently looking at schoolwide strategies to improve reading.
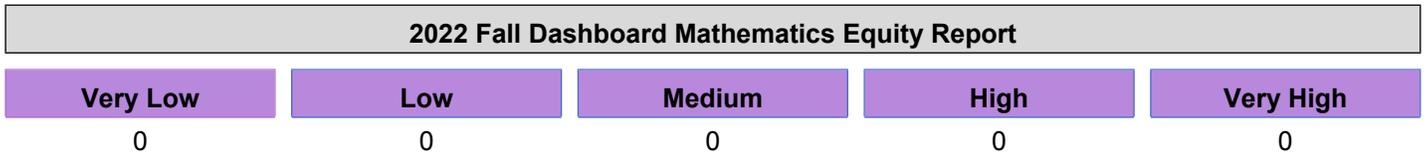
School and Student Performance Data

Academic Performance
Mathematics

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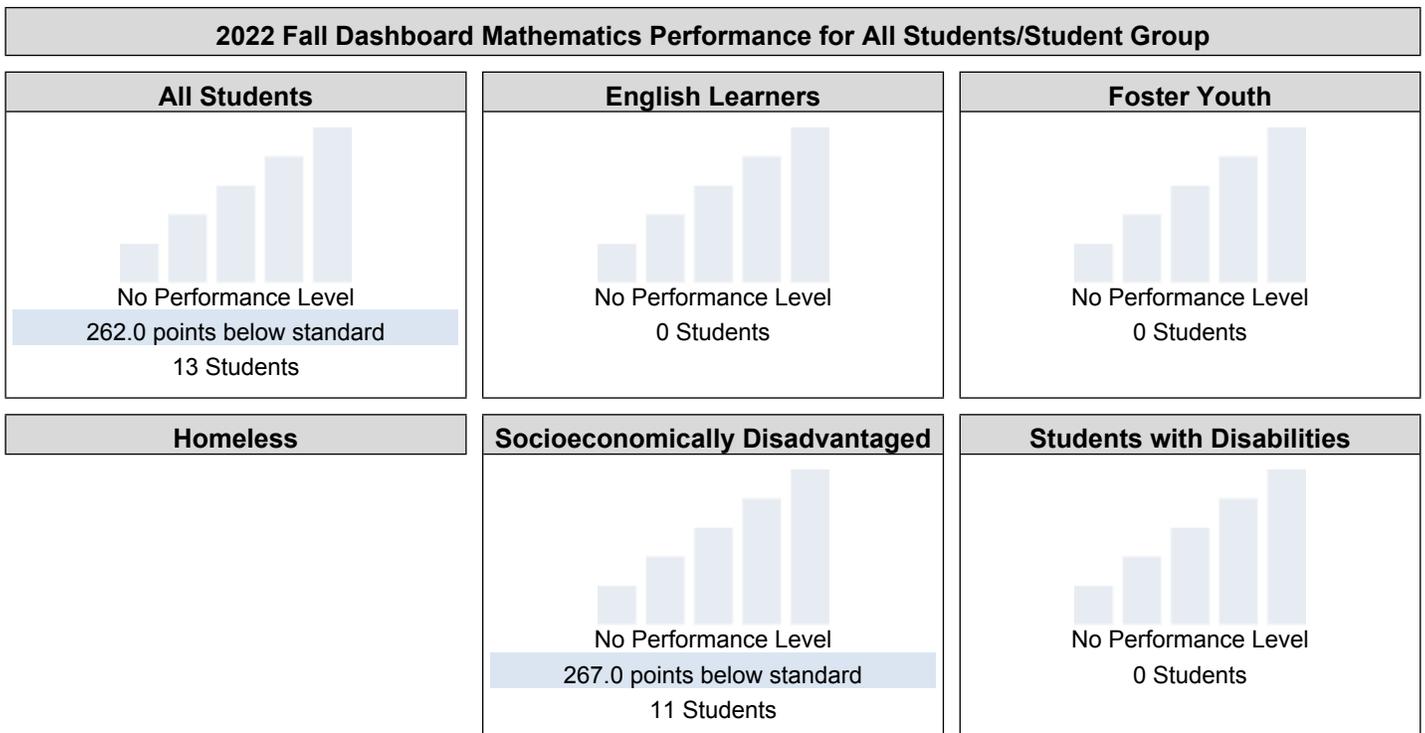
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
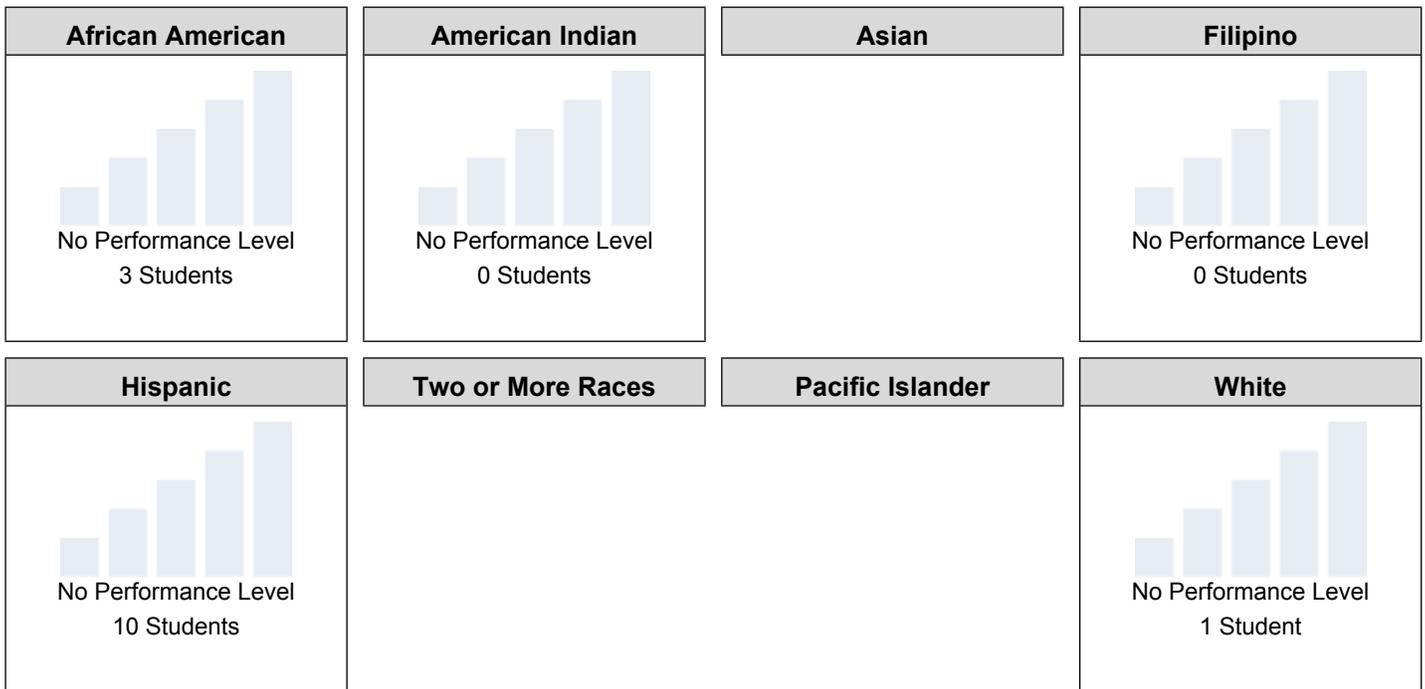
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

Very Low	Low	Medium	High	Very High
0	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level	No Performance Level	No Performance Level
262.0 points below standard	0 Students	0 Students
13 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level	No Performance Level
	267.0 points below standard	0 Students
	11 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 3 Students	No Performance Level 0 Students		No Performance Level 0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 10 Students			No Performance Level 1 Student

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	262.5 points below standard 11 Students

Conclusions based on this data:

1. We are looking for an embedded math intervention program within our math class to address students gaps in learning.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

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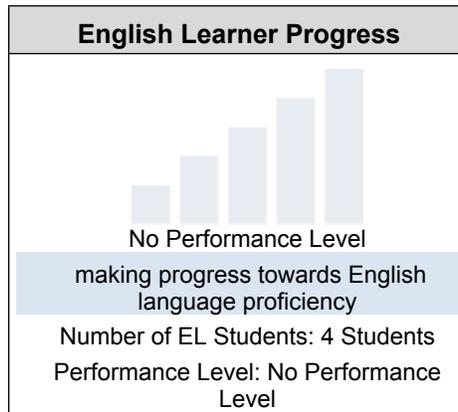
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. We did not have enough students in this group to determine a performance level.

School and Student Performance Data

Academic Performance
College/Career Report

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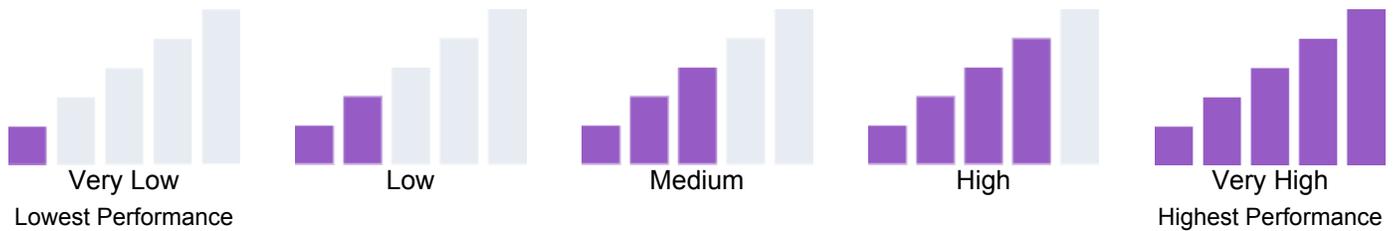
Conclusions based on this data:

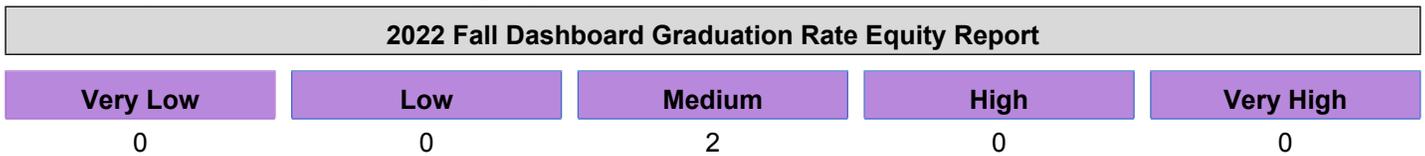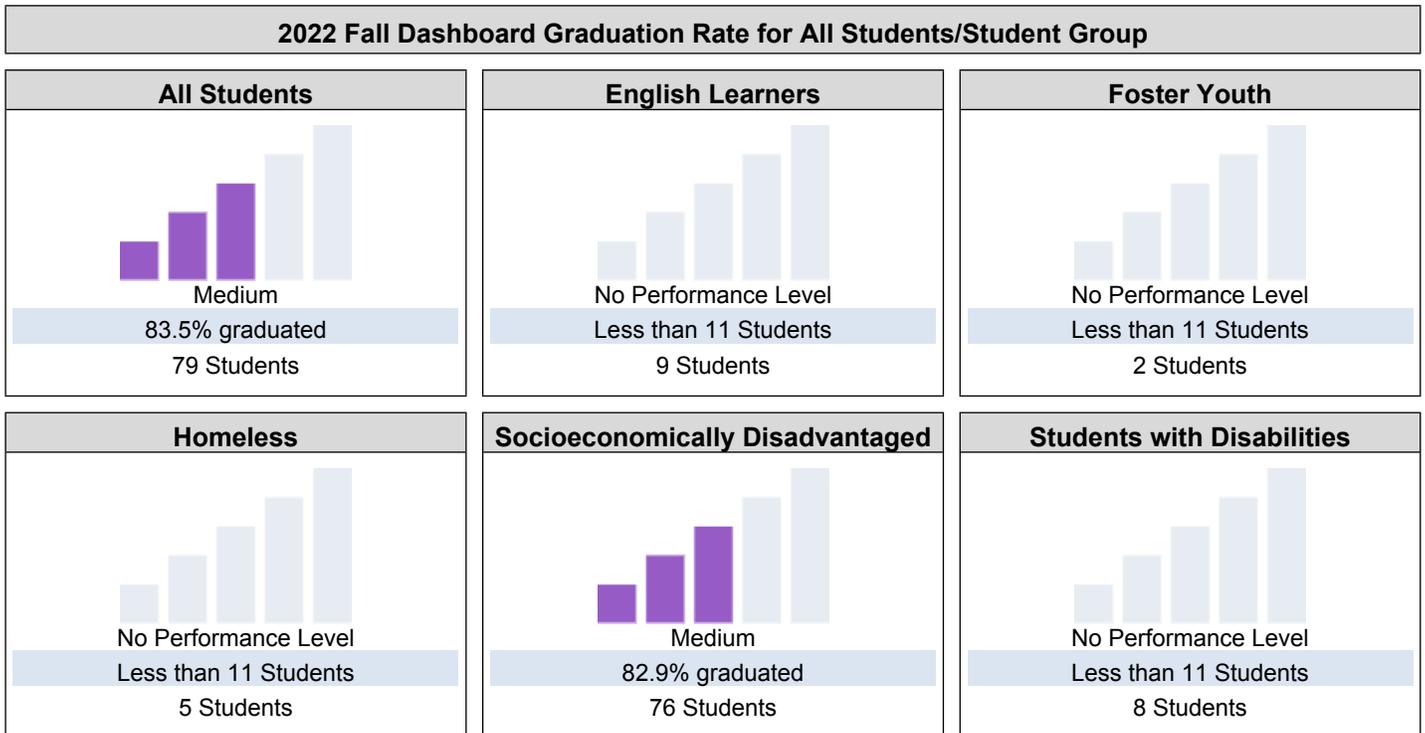1. We need a college and career program for our students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

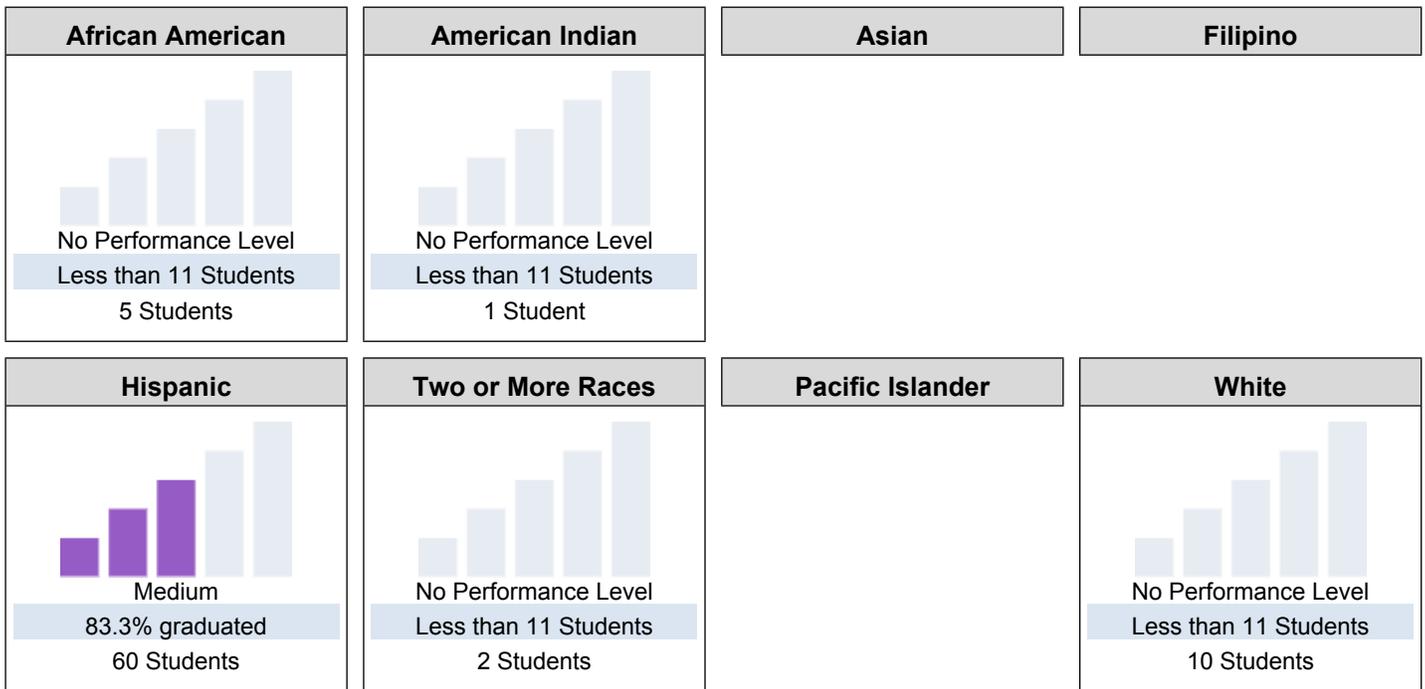Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement
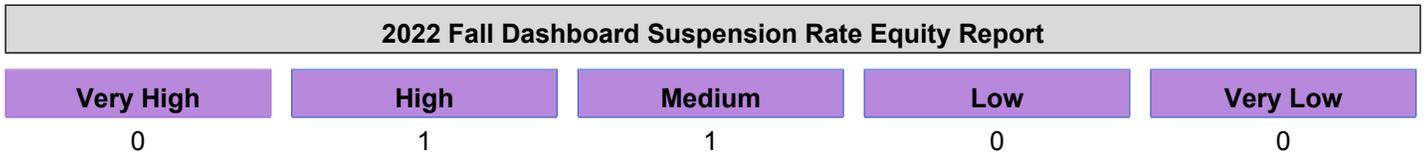## Graduation Rate

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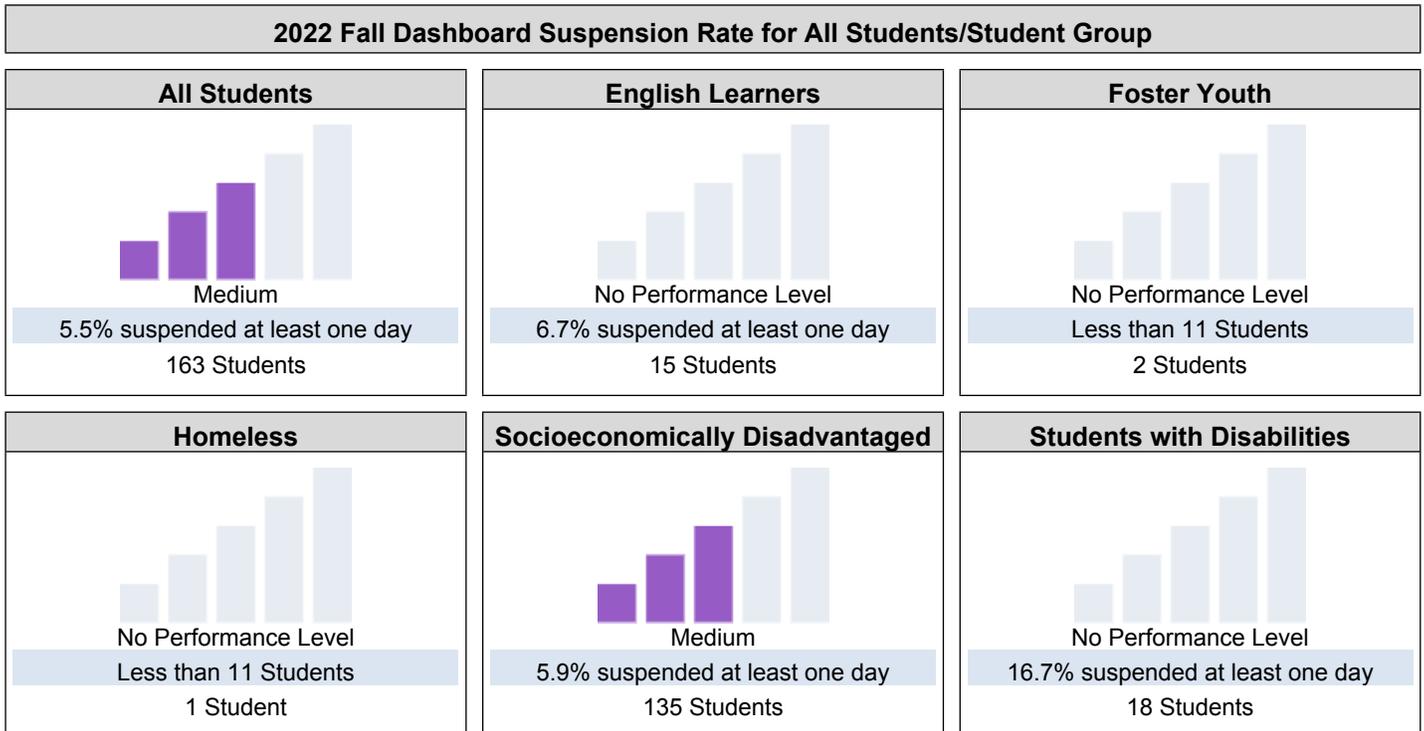
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
83.5% graduated	Less than 11 Students	Less than 11 Students
79 Students	9 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
Less than 11 Students	82.9% graduated	Less than 11 Students
5 Students	76 Students	8 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		
Less than 11 Students	Less than 11 Students		
5 Students	1 Student		

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
83.3% graduated	Less than 11 Students		Less than 11 Students
60 Students	2 Students		10 Students

Conclusions based on this data:

1. We have declined in our graduation rate by less than an percent from 2018-2019.

2. Although we have no data on our dashboard, our numbers indicated that we fell about 20% in our graduation rate during the 2019-2020 school year. We attribute this fall to Covid-19 and the choice we gave the students to return for a fifth year, which a majority of our students did.

3. During the 2020-2021 School Year our Graduation Rate was 65.1%, which was still lower than average, again we attribute this to Covid-19.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
5.5% suspended at least one day	6.7% suspended at least one day	Less than 11 Students
163 Students	15 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
Less than 11 Students	5.9% suspended at least one day	16.7% suspended at least one day
1 Student	135 Students	18 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		No Performance Level
6.7% suspended at least one day	Less than 11 Students		Less than 11 Students
15 Students	3 Students		1 Student

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		No Performance Level
6.4% suspended at least one day	Less than 11 Students		0% suspended at least one day
125 Students	5 Students		14 Students

Conclusions based on this data:

1. Our rate of suspension increased by 4.9% during the 2018-2019 School year.

2. Our rate of suspension was not provided by the CDE for the years of 2019-2020 or 2020-2021 due to Covid, but our SIS system reported 45 Suspensions for 2019-2020 which was high and was an increase 45% from 2018-2019 school year.

3. Our rate of suspension was significantly lower due to students only returning for the last 9 weeks of the 2020-2021 school year. During this nine week period and new PBIS strategies in place we had four suspensions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

College and Career Readiness

Goal Statement

Provide all students with opportunities to explore and learn about college and career opportunities.

LCAP Goal

Our Goal 1 aligns directly with PVUSD Goal 1 in the PVUSD Local Control Accountability Plan (LCAP), which states: Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

Basis for this Goal

After reviewing the needs of our school through our Action Team and School Site Council it has been determined that when our students are transferred to our school a majority of the students are far below expected achievement levels, including English Learners. The basis of this goal is to improve students' academic skills required in the workforce, with a focus on increasing students' Lexile scores. By increased monitoring of students' Lexile, we can increase our students reading skills and help the teachers personalize instruction, monitor growth, and predict future success. Lexile measures give teachers the ability to differentiate instruction, monitor growth in reading and listening, and put students on the path to success in school, college, and careers. This program illustrates a strong need for intervention programs and strategies.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Lexile and Exit Interviews.	Lexile Baselines and Surveys	Raise each students Lexile score by 50 points every quarter.

Planned Strategies/Activities

Strategy/Activity 1

Provide professional development in close reading strategies in all subjects.

Students to be Served by this Strategy/Activity

Professional Development in close reading strategies will be provided for all teachers at Twin Palms and implemented in all subjects.

Timeline

February PD Day

Person(s) Responsible

Teachers, Administration, Counselor and support staff.

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Academic Coach will provide training during PLC time. No impact to budget.

Strategy/Activity 2

Ensure the use of first/best instruction practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

On going -PLC time during the year

Person(s) Responsible

School Administration, District Administration

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Description	No Impact to budget

Strategy/Activity 3

Utilize pretest,Lexile, and other post-tests to identify areas of deficiency in student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

Renaissance Lexile (August, January and May), Pre and Post Test (Ongoing)

Person(s) Responsible

Administration, Teachers, Counselor and Support Staff

Proposed Expenditures for this Strategy/Activity

Description	No impact to site budget.

Strategy/Activity 4

Targeted intervention strategies for targeted students, including English Learners currently placed in Standard Not Met achievement levels.

Students to be Served by this Strategy/Activity

10th-12th Grade Students

Timeline
On going

Person(s) Responsible
Principal. teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Direct instruction and scaffolding in the classroom. No impact to budget.
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5
Use technology for progress reports, best instruction, and student engagement.

Students to be Served by this Strategy/Activity
All students

Timeline
On-going

Person(s) Responsible
Administration, Teachers, Counselor and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Poster paper, ink, student supplies

Strategy/Activity 6
Conduct a beginning, middle, and end survey regarding what their post graduation goals consist of.

Students to be Served by this Strategy/Activity
All students

Timeline
Intake, half way through the program and the exit survey through each quarter.

Person(s) Responsible

Counselor and principal

Proposed Expenditures for this Strategy/Activity

Source   Other

Budget Reference   None Specified

Description   No impact on budget.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject
Ensuring academic support for all learners in particular English Language Learners.

Goal Statement
TPCS will support our English Language Learners so that they will graduate on their projected date

LCAP Goal
In consideration of the district's LCAP, this goal aligns with PVUSD goal 1, which states that: create and implement systems of support to increase student achievement to ensure all students are college and career ready.

Basis for this Goal
In order to formulate this goal, the site team focused on ELPAC and CAASPP when available

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Overall Score for Grade 11 EL Students	Summative ELPAC was not avaliable for the 2019-2020 School Year	English Learner student will graduate

Planned Strategies/Activities

Strategy/Activity 1
Collaborate with District EL coordinator on a monthly basis to ensure that we are providing optimum services to our English Learners. Will also keep faculty up to date with changes in law, trends, and Common Core initiatives as they relate to EL.

Students to be Served by this Strategy/Activity
English Learners

Timeline
Provide EL Coordinator with Site Council schedule and ensure that she attends as an instructional advisor. Also attempt to recruit EL parent to serve on SSC. On-going.

Person(s) Responsible
Principal, Teachers, Counselor, PVUSD EL Coordinator.

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 2

Additional focus on data analysis for EL students. Utilize data to pinpoint deficiencies in student skill level and respond with appropriate interventions.

Students to be Served by this Strategy/Activity

EL Learners

Timeline

On-going

Person(s) Responsible

Principal, Teachers, Counselor, Support staff

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 3

Ensure focus on TPCS SLOs with ELL's and ensure that the cohort meets all expectations for becoming better workers, learners, and community members. Extra focus applied to the learning goal so they can improve performance across all subjects.

Students to be Served by this Strategy/Activity

All Students

Timeline

Staff communication of SLOs to EL students with consistent focus embedded into daily lesson design. On-going.

Person(s) Responsible

Principal, Teachers, Counselor, Support Staff

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 4

Need for deliberate implementation of SDAIE strategies into lesson design and academics.

Students to be Served by this Strategy/Activity

EL Students

Timeline

Staff ensures that lessons in core classes embed SDAIE strategies into lesson design and academic contracts.

Person(s) Responsible

Principal, Teachers, Counselor

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 5

Continue to use supplemental materials to reinforce core concepts. Materials will utilize text, multimedia, and project based enhancements to help students access the core content.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-going

Person(s) Responsible

Principal, Teachers, PVUSD EL Coordinator, Director C&I

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Batteries for remotes used during instruction and earbuds for students

Strategy/Activity 6

Provide staff development opportunities to train teachers in SDAIE teaching strategies to improve first/best instruction.

Students to be Served by this Strategy/Activity

EL Students

Timeline

Work with EL Coordinator to develop training for TP that relates to current student needs. Trainings will focus on research based strategies.   On-going.

Person(s) Responsible

Principal, Teachers, Counselor and EL Coordinator

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 7

Educational enrichment field trips for all students in particular EL students to visit colleges, museums, science centers, and the like to expose students to resources and opportunities outside of our community.

Students to be Served by this Strategy/Activity

EL Students

Timeline

Plan two educational enrichment field trips for for all students and EL students to visit colleges, museums, science centers, and the like to expose students to resources and opportunities outside of our community for the 2022-2023 school year.

Person(s) Responsible

Principal, Teachers, Counselor EL Coordinator, and EL students

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enrichment field trips

Strategy/Activity 8

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe & Healthy Environment

Goal Statement

TPCS administration will ensure that teachers and other support staff receive adequate training and support to facilitate a campus environment that reflects the proficient implementation of the MTSS model and use of effective research-based instructional practices.

LCAP Goal

This goal aligns directly to PVUSD LCAP goal 1, 2, & 3, which states that we will create and implement systems of supports to: increase student achievement to ensure all students are college and career ready, provide a safe and healthy learning environment for students, staff and parents, provide social and emotional support, and increase collaboration and engagement with all stakeholders to advance learning and continuous improvement.

Basis for this Goal

The goal resulted in a few years back from available data related to summative assessment results, frequency of discipline issues, truancy and tardiness, and similar indicators. Although the students bring a number of challenges, the culpability for poor performance is not entirely their burden. Our faculty and staff maintain an obligation to serve these students with our greatest level of effort as well. As a result, the district developed this goal so that we can provide our teachers with the skill set to maintain effectiveness in the classroom. This will be an on-going goal at TPCHS.

The indicators mentioned above illustrate some level of disengagement in the classroom.   An interesting piece of data supporting this goal is the proportion of discipline referrals related to simple defiance/disruption.   These kinds of referrals result in a loss of valuable class time and usually minor issues. Increased training in first-best instruction, MTSSS,SEL goals, and a sustained focus on obtaining highly qualified teachers will diminish this campus issue.

This data's continued collection will allow the site team to begin targeting specific students for intensive intervention strategies.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Aeries DashBoard Annual Suspension Rate	Four students were suspended at least once during the 2020-2021 4th quarter School Year	5% or less of students will be suspended at least once

Planned Strategies/Activities

Strategy/Activity 1

Utilize PBIS/MTSS to minimize class suspensions and increase access to instruction for all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Principal, Teachers, and Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Centralized funding may support this process in certain cases.

Strategy/Activity 2

Monitor the number of office referrals with the goal of minimizing them to no more than two a week. Provide teachers with training in MTSS and PBIS. Emphasize well-organized systems to provide structure and minimize disciplinary issues.

Students to be Served by this Strategy/Activity

All students

Timeline

Begin consistent input of discipline data (referrals) into Aeries and SWIS system and monitor results. Ongoing

Person(s) Responsible

Teachers, Site Principal, and School Secretary.

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Binders and paper for PBIS Handbooks.

Strategy/Activity 3

First-best instruction practices and evidence of PBIS will serve as a primary focus area for observation. On-going.

Students to be Served by this Strategy/Activity

All Students

Timeline

Focus on presence of MTSS and first-best instruction practices in the classroom. Provide additional training as necessary. Ongoing

Person(s) Responsible

Principal, Teachers, Counselor and Director of C&I

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 4

Improve summative assessment scores both school wide and for all subgroups. At a minimum TP should strive to make improvements in meeting or exceeding the state standards for continuation high school.

Students to be Served by this Strategy/Activity

All Students

Timeline

Effectively utilize PLC time to analyze student achievement data and share best instruction practices. On-going.

Person(s) Responsible

Site Principal, Teachers, Counselor and Support Staff

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 5

Implement the strategies learned at the CCEA Conference

Students to be Served by this Strategy/Activity

All students

Timeline

Send TP faculty to the CCEA conference each Spring on a rotating basis.On-going.

Person(s) Responsible

Teachers, Counselor, Secretary, Principal

Proposed Expenditures for this Strategy/Activity

Amount	6000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Supplemental staff training.

Strategy/Activity 6

Provide drug awareness/prevention assembly and education for student .

Students to be Served by this Strategy/Activity

All Students

Timeline

On going

Person(s) Responsible

Principal, counselor, secretary

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	5815 - Presenter and educational materials

Strategy/Activity 7

Continue with Student Welcome Center for the 2023/24 school year with pone check-ins, wanding for weapons, drug paraphernalia, dress code scans and social emotional well-being. Provide backpacks with supplies which are left at school which discourages students from being weapons and drugs into school.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning of every quarter for new students.

Person(s) Responsible

Principal, counselor

Proposed Expenditures for this Strategy/Activity

Amount	8,235.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide clear backpacks and student supplies so that we ensure we are promoting a weapon and drug-free environment.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Community Involvement

Goal Statement

Community collaboration to support all students in being educated in a learning environment that is safe, drug-free, well supplied, and conducive to learning.

LCAP Goal

This goal aligns directly with PVUSD LCAP goal 3, which states that we will increase collaboration and engagement with all stakeholders to advance learning and continuous improvement.

Basis for this Goal

The SSC members agreed that this goal was integral to achieving other objectives in the plan. The majority of students enrolled at TPCS are identified as at risk in various areas, which underscores this priority's importance. The most recent California Healthy Kids Survey Data reveals that compared to other districts, PVUSD ranked relatively high on the School Climate Index score was 231.91. Compared to other schools in the state, the district earned a Tier I ranking with respect to prioritized need. This indicates a significant problem with safety and climate in our schools.

While violence is not a significant issue at Twin Palms, drug use is becoming an apparent campus problem. Vaping, in particular, appears to have a hold on our students. It is a primary cause of our habitual truancy and tardiness cases.

The development of this goal, behavior referral data, attendance statistics, staff and student attitudes, and course pass rates provided the most insight into this issue.

Involvement and support of TPHS in positive community activities will increase student support within the community and decrease stigma towards students attending TPHS as a continuation of high school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Twin Palm HS will participate in four community related events annually	2018-2019 TPHS was involved in four community events involving students, staff and community stakeholders	TPHS will continue to be involved in at least two community events per year.

Planned Strategies/Activities

Strategy/Activity 1

Implementation of MTSS behavioral model. Work as a staff to constantly update intervention and teaching strategies that accomplish this goal.

Students to be Served by this Strategy/Activity

All Students

Timeline

Utilize PLC time to discuss implementation of MTSS Behavioral Model at TPCS and provide staff development to improve process when applicable.

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Description   No additional funding requirements.

Strategy/Activity 2

Increased use of discipline strategies such as detention, school based community service, study hall, scorpion perks, and other proactive interventions to correct student behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

Monitor data related to attendance/discipline and assign interventions as appropriate. Weekly.

Person(s) Responsible

Principal, Counselor, Drop Out Prevention Coordinator and Secretary

Proposed Expenditures for this Strategy/Activity

Description   No Impact on Budget

Strategy/Activity 3

Collaboration with local law enforcement authorities to ensure enforcement of local truancy and juvenile infraction notices as part of MTSS

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal, Teachers, Counselor, School Secretary, Deputy Attorney, CPS, SRO, and Drop Out Prevention Coordinator

Proposed Expenditures for this Strategy/Activity

Description   No impact to budget.

Strategy/Activity 4

Monitor participation in 6th period remediation and provide students with instructional and social emotional learning to accomplish learning goals and convey the message that we care about their success.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Teachers, School Secretary

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Collaborate with Riverside County Department of Mental Health and develop a mentoring program to participate in Individual Prevention Services for students who exhibit at risk behaviors for substance abuse or are caught violating campus substance abuse policies

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Teachers, and Counselor

Proposed Expenditures for this Strategy/Activity

Amount	10000.00
Source	ESSER III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ACE mentoring group services and travel.

Amount	50000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Use the LCF Equity multiplier to provide more sessions from ACE.

Strategy/Activity 6

TPCHS will recognize positive behavior and student achievement though awards ceremonies, Scorpion Stingers, incentive activities, Scorpion Den, and other recognition strategies that will continue to promote success on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Secretary, Counselor,Teachers, Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for Positive Behavior and Attendance.

Strategy/Activity 7

Provide parent involvement opportunities to improve student achievement. Accomplished through communication, workshops, Site Council, and PTO.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Teachers, Secretary, and Parents.

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	None Specified
Description	No impact on site budget

Strategy/Activity 8

Work with teachers to develop a list of eligible and ineligible students based on established performance indicators. Review weekly

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Principal, Faculty, and students

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Title I

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Tracks students behaviors and gives them access to different privilege's SSICA

Strategy/Activity 9

Use a digital newsletter to provide parents and students up-to-date information about events

Students to be Served by this Strategy/Activity

All Students

Timeline

On-going

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	SMORE Digital communications

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject
Graduation Rate

Goal Statement
To increase the graduation rate

LCAP Goal
This goal aligns directly with PVUSD LCAP goal 1, which states that we will create and implement systems of support to increase student achievement to ensure all students graduate.

Basis for this Goal
The development of this goal as a top priority emerged after the release of the state dashboard lists TPCS as 91.6% graduation rate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate status on the State Dashboard in 2019	83.5% was the 2021-2022 Graduation Rate	Raise our graduation rate by 1%

Planned Strategies/Activities

Strategy/Activity 1
Students will be given a four year plan for Twin Palms that lays out the 160 credits that the student will need during our intake meeting

Students to be Served by this Strategy/Activity
All Students

Timeline
Ongoing

Person(s) Responsible
Principal and Counselor

Proposed Expenditures for this Strategy/Activity

Description	
	No Impact to budget

Strategy/Activity 2

Counselor and school secretary will consistently monitor transcripts and inform students of deficiencies or other threats that will inhibit their ability to graduate.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-going

Person(s) Responsible

Principal, Secretary, and Counselor

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 3

Although seniors do not take state exams, TPCS will work with these students while they are 11th graders to improve CAASPP levels in order to meet state targets.

Students to be Served by this Strategy/Activity

All students, including EL Students

Timeline

On-Going

Person(s) Responsible

Principal, Teachers, Counselor, and EL Coordinators

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 4

Continue to implement Senior Project class to help students plan for entry level opportunities after high school. Includes career exploration, resume development, community service requirements, exit interviews, and other exercises and projects pertinent to early adulthood. Builds excitement for graduation and contributes to the state graduation rate goal.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, counselor, and teachers

Proposed Expenditures for this Strategy/Activity

Amount	3600.00

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Xello

Strategy/Activity 5

Career counseling to excite and motivate students toward graduation and inform them about opportunities for those who hold diplomas. Also participation in vocational education programs through our local Community College, that will allow students to earn high school credit for graduation and acquire vocational skills that will benefit their career development.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Palo Verde College, and Counselor

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 6

Continue to improve the effectiveness online learning platforms.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, teachers, and counselor

Proposed Expenditures for this Strategy/Activity

Description	No impact to budget.

Strategy/Activity 7

Participate in career days, college presentations, armed forces presentations, and the like to get students excited about graduation and improve rates.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers, Counselor, Local Community organizations

Proposed Expenditures for this Strategy/Activity

Amount	4100.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College & Career Readiness Field Trips

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Provide all students with opportunities to explore and learn about college and career opportunities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Lexile and Exit Interviews.	Raise each students Lexile score by 50 every quarter.	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide training and coaching for students in Corrective Reading including English Learners to increase their reading abilities	The class was discontinued as there was not a teacher who could provide instruction. We are going to look at schoolwide reading strategies.	No additional funding required	No additional funding required.
Ensure the use of first/best instruction practices.	Teacher continued to provide first/best instruction and principal made classroom observations at least monthly.	No Impact to budget None Specified None Specified	No impact to site budget. 0
Utilize pretest,Lexile, and other post-tests to identify areas of deficiency in student achievement.	Benchmarks are opened and staff analyzes data to plan strategies in classroom.	No impact to site budget.	No impact to site budget. 0
Targeted intervention strategies for targeted students, including English Learners currently placed in Standard Not Met achievement levels.	With the loss of the corrective reading, close reading strategies are being discussed and training is planned for the spring of 2024.	No additional funding required.	No additional funding required.
Use technology for progress reports, best instruction, and student engagement.	Teachers have created a wide variety of learning activities for students that involve Chromebooks projects as well as hands-on projects. A variety of technology and strategies are used in lessons.	Poster Maker the current school information, announcements, anchor charts 4000-4999: Books And Supplies Title I 1000.00	Poster paper, ink 4000-4999: Books And Supplies Title I 1000.00
		None Specified Other	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Posters for student information are created. Teachers have students create their own projects for demonstrating mastery of topics.		
Conduct a beginning, middle, and end survey regarding what their post graduation goals consist of.	This occurs every quarter.	No impact on budget.	No impact on budget.

Analysis

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

Teachers are utilizing first best instruction and monitor students' understanding on a weekly basis. The staff continues to communicate and strategize about at-risk students weekly.

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

The activities and strategies are effective for most students, but not all. We are continuing to implment new stategies to meet the needs and promote the learning of all students.

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

The loss of the Corrective Reading teacher resulted in us not purchasing material for this school year. Because teachers prefer student-created information, the poster maker is used for schoolwide information.

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.

We are looking into training for Close Reading Stategies in all subjects to address the need for reading intervention and providing scaffolding of math standards to address the math intervention.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

TPCS will support our English Language Learners so that they will graduate on their projected date

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Overall Score for Grade 11 EL Students	English Learner student will graduate	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with District EL coordinator on a monthly basis to ensure that we are providing optimum services to our English Learners. Will also keep faculty up to date with changes in law, trends, and Common Core initiatives as they relate to EL.	EL coordinator contacts the principal when there is a student need.	No additional funding required.	
Additional focus on data analysis for EL students. Utilize data to pinpoint deficiencies in student skill level and respond with appropriate interventions.	Lexile benchmarks are used.	No additional funding required.	
Ensure focus on TPCS SLOs with ELL's and ensure that the cohort meets all expectations for becoming better workers, learners, and community members. Extra focus applied to the learning goal so they can improve performance across all subjects.	Students are monitored on a weekly basis to address any struggles and provide support where needed.	No additional funding required.	
Need for deliberate implementation of SDAIE strategies into lesson design and academics.	Teachers use visuals in class and examples of vocabulary in lessons for all students.	No additional funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to use supplemental materials to reinforce core concepts. Materials will utilize text, multimedia, and project based enhancements to help students access the core content.	Smart TVs have been mounted, but no power. Teachers continue to projectors and Chromebooks which require earbuds. CSI Funding no longer available.	Batteries and earbuds 4000-4999: Books And Supplies Title I 500.00	Batteries and earbuds 4000-4999: Books And Supplies Title I 500.00
Provide staff development opportunities to train teachers in SDAIE teaching strategies to improve first/best instruction.	The staff development is conducted in weekly PLC and shared ideas among teachers and staff.	No additional funding required.	
Educational enrichment field trips for all students in particular EL students to visit colleges, museums, science centers, and the like to expose students to resources and opportunities outside of our community.	A math field trip was planned, but a change of teachers may effect the overall trip.	Enrichment field trips 5000-5999: Services And Other Operating Expenditures Title I 3000.00	Enrichment field trips 5000-5999: Services And Other Operating Expenditures Title I 3000.00
		None Specified	

Analysis

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

The EL strategies and activities are embedded into all courses due to the nature of program. The needs of all our students are meet through SDAIE supports and interventions embedded in our curriculum.

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

We have seen many of our EL students reach their graduation goals.

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

The SMART TVs have not been connected to power and we are still waiting to utlize them with the software which was not purchased since the TV are not functional.

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.

We are looking at possible field trips that will provide a holistic learning experience for our students for language development and real-world-application. Students are part of this planning activity.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

TPCS administration will ensure that teachers and other support staff receive adequate training and support to facilitate a campus environment that reflects the proficient implementation of the MTSS model and use of effective research-based instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Aeries DashBoard Annual Suspension Rate	5% or less of students will be suspended at least once	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize PBIS/MTSS to minimize class suspensions and increase access to instruction for all students.	A PBIS handbook is updated yearly and quarterly PBIS expectations stations are conducted along with an introduction assembly. CSI funding no longer available.	Funded by district	Funded by district
Monitor the number of office referrals with the goal of minimizing them to no more than two a week. Provide teachers with training in MTSS and PBIS. Emphasize well-organized systems to provide structure and minimize disciplinary issues.	A PBIS team meets monthly to review discipline data and shares with at the PLC Meeting. A half day of PBIS expectations are is held with all staff . New photography company provides IDs and software with no additional cost.	Binders, paper, and ink for printed PBIS handbook 4000-4999: Books And Supplies Title I 100.00 None Specified Other	Binders, paper, and ink for printed PBIS handbook 4000-4999: Books And Supplies Title I 100.00
First-best instruction practices and evidence of PBIS will serve as a primary focus area for observation. On-going.	Teachers have classroom expectations and procedures in place. PBIS rules are posted in all classrooms. Teachers utilize first-best instruction.	No impact to site budget.	No impact to site budget.
Improve summative assessment scores both school wide and for all subgroups. At a minimum TP should strive to make improvements in meeting or exceeding the state	TPHS staff review 3 times a year.	No impact to budget.	No impact to site budget.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
standards for continuation high school.			
Implement the strategies learned at the CCEA Conference	We were not able to attend last year's conference due to a conflict with the WASC visit. Team is registered for this spring.	Supplemental staff training. 5800: Professional/Consulting Services And Operating Expenditures Title I 6000.00	No impact to site budget. 5800: Professional/Consulting Services And Operating Expenditures Title I 6000.00
Provide drug awareness/prevention assembly and education for student .		Presenter and educational materials 5800: Professional/Consulting Services And Operating Expenditures Title I 5000.00	Presenter and educational materials 5800: Professional/Consulting Services And Operating Expenditures Title I 5000.00
Continue with Student Welcome Center for the 2023/24 school year with pone check-ins, wanding for weapons, drug paraphernalia, dress code scans and social emotional well-being. Provide backpacks with supplies which are left at school which discourages students from being weapons and drugs into school.	Continue with Student Welcome Center for the 2023/24 school year with pone check-ins, wanding for weapons, drug paraphernalia, dress code scans and social emotional well-being. Provide backpacks with supplies which are left at school which discourages students from being weapons and drugs into school.	Purchase wands, clear backpacks and student supplies. 4000-4999: Books And Supplies Title I 8835.00	Purchase wands, clear backpacks and student supplies. 4000-4999: Books And Supplies Title I 8835.00

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Community collaboration to support all students in being educated in a learning environment that is safe, drug-free, well supplied, and conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Twin Palm HS will participate in four community related events annually	TPHS will continue to be involved in at least two community events per year.	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of MTSS behavioral model. Work as a staff to constantly update intervention and teaching strategies that accomplish this goal.	Twin Palms has a PBIS team who meets monthly to review expectations and the handbook. The team reports out to the staff weekly.	No additional funding requirements.	
Increased use of discipline strategies such as detention, school based community service, study hall, scorpion perks, and other proactive interventions to correct student behavior.	Twin Palms is continuing to use strategies, however the staff continues to strategies as students seem to find loopholes in the systems set-up.	No Impact on Budget	
Collaboration with local law enforcement authorities to ensure enforcement of local truancy and juvenile infraction notices as part of MTSS	Principal works with the School Resource Officer and Tactil Officer to ensure safety. Through the SARB process, law enforcement supports truancy.	No additional funding requirements.	
Monitor participation in 6th period remediation and provide students with instructional and social emotional learning to accomplish learning goals and convey the message that we care about their success.	Student grades are updated weekly and a list is generated weekly for students who need extra support in passing their classes. It was determined that the wellness center needed personnel that was not	No impact on budget	No impact on budget

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	funded and would be used as a community outreach program.		
Collaborate with Riverside County Department of Mental Health and develop a mentoring program to participate in Individual Prevention Services for students who exhibit at risk behaviors for substance abuse or are caught violating campus substance abuse policies	There are referrals being made for mental health services through the counselor and principal. We also contract with the Atles Center for Excellence Mentors to meet with students monthly. Since CSI funds are no longer available we agreed with ACE to move to two times a week verses the 4. LCF Equity Multiplier has become available and we can move to four days in January.	ACE mentoring group services and travel. 5000-5999: Services And Other Operating Expenditures ESSER III 10,000.00	ACE mentoring group services and travel. 5000-5999: Services And Other Operating Expenditures ESSER III 10000.00
		ACE mentoring group services and travel 5800: Professional/Consulting Services And Operating Expenditures LCFF 50,000.00	ACE mentoring group services and travel 5800: Professional/Consulting Services And Operating Expenditures LCFF 50,000.00
TPCHS will recognize positive behavior and student achievement though awards ceremonies, Scorpion Stingers, incentive activities, Scorpion Den, and other recognition strategies that will continue to promote success on campus.	Weekly stinger drawings, student of the month are part of our routine.	Incentives for Positive Behavior and Attendance. 4000-4999: Books And Supplies LCFF - Supplemental 1000.00	Incentives for Positive Behavior and Attendance. 4000-4999: Books And Supplies LCFF - Supplemental 1000.00
		- No funding required.	
Work with teachers to develop a list of eligible and ineligible students based on established performance indicators. Review weekly	This is an ongoing practice at Twin Palms on a weekly basis.	Tracks students behaviors and gives them access to different privilege's SSICA 5800: Professional/Consulting Services And Operating Expenditures Title I 1033.13	Tracks students behaviors and gives them access to different privilege's SSICA 5800: Professional/Consulting Services And Operating Expenditures Title I 1033.13
Provide parent involvement opportunities to improve student achievement. Accomplished through communication, workshops, Site Council,	Due to the timing in discovering the SMORES platform, it was determined that purchasing a license at the beginning of the 23/24 school year would be	SMORE Digital communications 5800: Professional/Consulting Services And Operating Expenditures Title I 100.00	SMORE Digital communications 5800: Professional/Consulting Services And Operating Expenditures Title I 100.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and PTO. Use a digital newsletter to provide parents and students up-to-date information about events	more advantageous. SMORES was purchased and is being utilized to create monthly newsletters to parents. CSI funds were no longer available.		

Analysis

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

Twin Palms has implemented regular and continuous supports for students that provide communication and input from stakeholders.

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

The weekly updates and conversations with students have prevented most students from failing an entire quarter. The Welcome Center and groups sessions have decreased the suspension rate and students being sent out of class.

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

There was less need for the digital newsletter and supplies for incentives with donations from community members. We also adjusted the budget for the ACE Mentors for the first quarter to at two-day visit, vs the four-day visit. We also no longer receive the Comprehensive SUpport and Improvement funding, so many items we moved into the Title 1 funding.

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.

We have kept the program and follow-through to which has been working for the majority of our students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

To increase the graduation rate

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate status on the State Dashboard in 2019	Raise our graduation rate by 1%	

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be given a four year plan for Twin Palms that lays out the 160 credits that the student will need during our intake meeting	All students have a four year plan and all staff have access to view.	No Impact to budget	No Impact to budget
Counselor and school secretary will consistently monitor transcripts and inform students of deficiencies or other threats that will inhibit their ability to graduate.	Counselor meets at least once a month with students and keeps the school secretary apprised of any changes or updates.	No additional funding necessary	No additional funding necessary.
Although seniors do not take state exams, TPCS will work with these students while they are 11th graders to improve CAASPP levels in order to meet state targets.	The principal and counselor create a list of all students who need to take the CAASPP and administer the test.	No additional funding necessary	No additional funding necessary.
Continue to implement Senior Project class to help students plan for entry level opportunities after high school. Includes career exploration, resume development, community service requirements, exit interviews, and other exercises and projects pertinent to early adulthood. Builds	Senior projects class continues to help students plan for entry level opportunities after high school. Includes career exploration, resume development, community service requirements, exit interviews, and other exercises and projects pertinent to early adulthood. Builds excitement for graduation	Career Cruising Website 5000-5999: Services And Other Operating Expenditures Title I 3600.00	Xello Platform 5000-5999: Services And Other Operating Expenditures Title I 3600.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
excitement for graduation and contributes to the state graduation rate goal.	and contributes to the state graduation rate goal.		
Career counseling to excite and motivate students toward graduation and inform them about opportunities for those who hold diplomas. Also participation in vocational education programs through our local Community College, that will allow students to earn high school credit for graduation and acquire vocational skills that will benefit their career development.	Counselor continues to meet with students and connect them to areas of interest.	No site funding required.	No site funding required
Continue to improve the effectiveness online learning platforms.	Teachers continue to share tips on learning platforms	No site funding required.	No site funding required
Participate in career days, college presentations, armed forces presentations, and the like to get students excited about graduation and improve rates.	Recruiters have not been coming to our campus this school year. Continue planning field trips for the spring.	College & Career Readiness Field Trips 5000-5999: Services And Other Operating Expenditures Title I 4100.00	College & Career Readiness Field Trips 5000-5999: Services And Other Operating Expenditures Title I 4100.00

Analysis

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

We are making progress in getting students prepared for life after a diploma, but many are more interested in careers and trade schools rather then college.

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

We were using a platform called Career Cruising which had been paid for by a community consortium. This funding ended and we had to move to a new platform of Xello. This delay has has slowed down but not stopped our goal to get to graduate.

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

Due to the start of a new career exploration platform, we had to utilize more funds than we had planned, which included the set-up and activation fee.

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

The only change will be the different career exploration platform that is in this goal.

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	32,735.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	93,735.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	32735.00	0.00
LCFF	50,000	0.00
LCFF - Supplemental	1,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
ESSER III	10,000.00
LCFF	50,000.00
LCFF - Supplemental	1,000.00
None Specified	0.00
Title I	32,735.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	10,435.00
5000-5999: Services And Other Operating Expenditures	20,700.00
5800: Professional/Consulting Services And Operating Expenditures	62,600.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	ESSER III	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	50,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	9,435.00
5000-5999: Services And Other Operating Expenditures	Title I	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,600.00

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

1 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Lisa Schlehuber	Principal
Javier Rubalcava	Classroom Teacher
Cecilia Ortiz	Other School Staff
Mary Hernandez	Other School Staff
Yesika Guterriez	Secondary Student
Denise Silva	Parent or Community Member

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 05-11-2022.

Attested:

Principal, Lisa Schlehuber on 12/19/2024

SSC Chairperson, Javier Rubalcave on 12/19/2024

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