



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	Judy Browder
District Name	Palo Verde Unified School District
SPSA Revision Date	Feb. 9, 2021
Schoolsite Council (SSC) Approval Date	Feb 9, 2021
Local Board Approval Date	

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

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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 four full-time teachers, one shared resource teacher, one teacher who only teaches one period per day, a full-time principal, and a full-time counselor to offer support for up to the 100 students who attend Twin Palms. TPHS also employs a full-time school secretary to provide additional support 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 Educational Code. (** Due to Covid during this school year, we currently have 180 minutes of instructional time daily)

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 and long 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 Acellus Online Platform. Acellus is a beneficial resource because it allows existing staff to provide elective instruction without adding additional teachers. Another important benefit of Acellus is the opportunity for credit recovery. Currently, one teacher provides Acellus for a total of six periods (***During Covid, the teacher has a total of four periods). 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 100 students. According to 2019-20 enrollment data, the Twin Palms student population consists of 62.4% Hispanic, 17.6% White, 11.7% African-Americans, 2.3% American Indian, and 5.8% not reported. With respect to grade level, we served 3 students in grade ten, 16 in grade eleven, and 66 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. There is a need to meet the new state accountability standards through continued excellent instruction.
2. Improving services to LEP students to improve ELPAC scores.
3. The school and the District should continue to attract and retain highly qualified staff to maintain a high level of consistent instruction.
4. There is a need to maintain a safe, drug-free, well-supplied learning environment for students and staff to work without outside distractions.
5. All students will graduate from high school.

Additional Feedback from the Visiting Committee:

1. Support the teachers' desire to develop a curriculum that is accessible to students via Professional Development opportunities.
2. Allow and encourage students to seek alternative methods to continue to improve the currently established culture on campus
3. Improve the referral process between TPHS and PVHS, so the school services the appropriate students and achieves maximum benefits for the school district
4. Develop and implement a more specific pathway for college and career readiness.

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, implementation of the Positive Behavior Intervention & Support system is causing a cultural change on campus, such as the Scorpion Den. Additionally, the rise of the drug culture and prevalence of vaping, in particular, resulted in our school piloting a new device to detect vaping in the bathroom. This device, "Halo," has allowed us to decrease our vaping incidents and students under campus influence.

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following SSC dates were used for the annual SPSA review, evaluation and update cycle: for the 2020-2021 school year: 01-12-2021, 02-09-2021, 03-09-2020, and for the 2020-2021 school year:

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	3.41%	1.18%	2.35%	3	1	2
African American	9.09%	7.06%	11.76%	8	6	10
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	61.36%	68.24%	62.35%	54	58	53
Pacific Islander	1.14%	%	0%	1		0
White	23.86%	22.35%	17.65%	21	19	15
Multiple/No Response	%	1.18%	1.18%		1	4
Total Enrollment				88	85	85

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10			3
Grade 11	20	17	16
Grade 12	68	68	66
Total Enrollment	88	85	85

Conclusions based on this data:

1. Our American Indian and African American population increased, while our Hispanic and White decreased.
2. Over the three year span the school has averaged 17.3 11th graders and approximately 67.3 12th graders. We did increase our number of Sophomores during the 2019-2020 school year.
3. The school stabilized in the enrollment of 12th grade during the 17-18 and 18-19 years, yet decreased by 2 students during the 19-20 school year.. The 11th graders decreased each school year , while the 10th graders increased during the 19-20 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	12	14	9	13.6%	16.5%	10.6%
Fluent English Proficient (FEP)	11	4	8	12.5%	4.7%	9.4%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. We are seeing an increase in EL learners during the 17-18 to 18-19 school year and then a dip by five students during the 19-20 school year.
2. Fluent English learners increased during the 19-20 school year
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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	67	55	58	60	53	58	60	53	58	89.6	96.4	100
All	67	55	58	60	53	58	60	53	58	89.6	96.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2434.	2403.	2476.	0.00	0.00	0.00	5.00	1.89	8.62	13.33	9.43	27.59	81.67	88.68	63.79
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	5.00	1.89	8.62	13.33	9.43	27.59	81.67	88.68	63.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.00	1.89	5.17	30.00	16.98	22.41	65.00	81.13	72.41
All Grades	5.00	1.89	5.17	30.00	16.98	22.41	65.00	81.13	72.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	1.72	13.33	5.66	37.93	86.67	94.34	60.34
All Grades	0.00	0.00	1.72	13.33	5.66	37.93	86.67	94.34	60.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	1.72	36.67	33.96	62.07	63.33	66.04	36.21
All Grades	0.00	0.00	1.72	36.67	33.96	62.07	63.33	66.04	36.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.67	1.89	5.17	20.00	15.09	48.28	78.33	83.02	46.55
All Grades	1.67	1.89	5.17	20.00	15.09	48.28	78.33	83.02	46.55

Conclusions based on this data:

1. The 18-19 year was the first year that we have had 100% of our eleventh graders take the English Language Arts/Literacy CAASPP test. During the 19-20 School year we did not receive scores due to Covid-19
2. For Below Standard: We improved by 24.89%, Standard nearly met improved by 18.16%, Percent Met Improved by 6.73%, and we still do not have any scoring in the exceeded Standard Column . During the 19-20 School year we did not receive scores due to Covid-19
3. 2018-2019 demonstrated a decrease in students that were below standard in all sections of the English Language Arts/Literacy CAASPP test. During the 19-20 School year we did not receive scores due to Covid-19

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	67	56	58	60	54	58	60	54	58	89.6	96.4	100
All	67	56	58	60	54	58	60	54	58	89.6	96.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2417.	2397.	2418.	0.00	0.00	0.00	0.00	0.00	0.00	3.33	1.85	0.00	96.67	98.15	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.33	1.85	0.00	96.67	98.15	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	3.33	0.00	0.00	96.67	100.0	100.0
All Grades	0.00	0.00	0.00	3.33	0.00	0.00	96.67	100.0	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	16.67	9.26	24.14	83.33	90.74	75.86
All Grades	0.00	0.00	0.00	16.67	9.26	24.14	83.33	90.74	75.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	25.00	22.22	20.69	75.00	77.78	79.31
All Grades	0.00	0.00	0.00	25.00	22.22	20.69	75.00	77.78	79.31

Conclusions based on this data:

1. The site had 100% of 11th graders who took the test during the 19-20 School year. During the 19-20 School year we did not receive scores due to Covid-19
2. Over the three year span the standard not met has increased and the 18-19 school year the site reached 100% not met. During the 19-20 School year we did not receive scores due to Covid-19

3. The only section in math that saw a decrease is in problem solving and modeling/ data & analysis, which decreased 14.88 %. During the 19-20 School year we did not receive scores due to Covid-19

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	1567.2	*	1583.8	*	1550.1	*	11	6
Grade 12	*	*	*	*	*	*	*	*
All Grades							12	8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*		*	11	*
All Grades	*	*	*	*	*	*		*	12	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*		*	11	*
All Grades	*	*	*	*	*	*		*	12	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	*	*	11	*
All Grades	*	*	*	*	*	*	*	*	12	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11	*	*	*	*		*	11	*	
All Grades	*	*	*	*		*	12	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*	11	*
All Grades	*	*	*	*		*	12	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	11	*
All Grades	*	*	*	*	*	*	12	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*	11	*
All Grades	*	*	*	*		*	12	*

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
85	80.0	16.5	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	16.5
Socioeconomically Disadvantaged	68	80.0
Students with Disabilities	7	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	7.1
American Indian	1	1.2
Hispanic	58	68.2
White	19	22.4

Conclusions based on this data:

- 86.4% of our students are socioeconomically disadvantaged, which is higher than the 74.2% district average.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Blue	Suspension Rate  Red
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Our graduation rate is high, but fell during the 2019-2020 school year due to Covid-19
2. Our Suspension rate is still high, but was beginning to fall due to new PBIS incentives implemented in 2019-2020 school year. No data was recorded due to Covid

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>105.1 points below standard</p> <p>Increased Significantly ++034 points 12</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 103.5 points below standard 11	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	0 Students	Less than 11 Students - Data Not Displayed for Privacy 9

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.

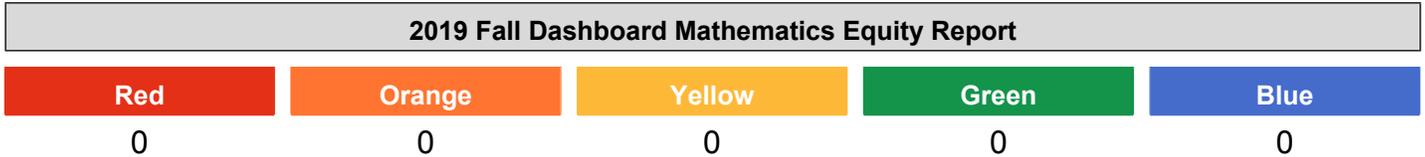
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>217.3 points below standard</p> <p>Increased Significantly +++27.4 points 12</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Students with Disabilities</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 228.5 points below standard 11			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2		Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

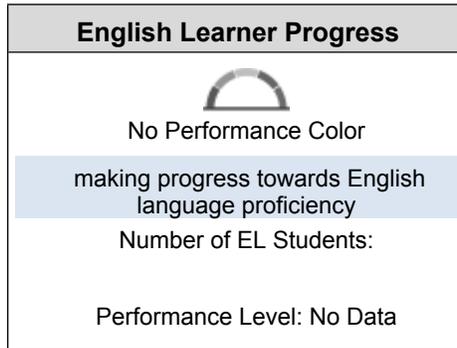
1. Although we have a small number of testers, we simply must work to raise the 244.8 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

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

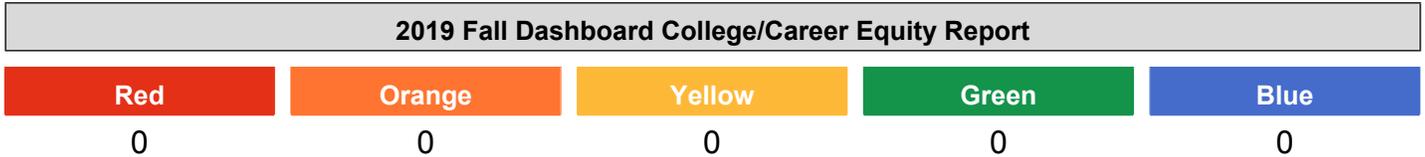
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>1.4</p> <p>Maintained +1.4</p> <p>71</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	1.4 Prepared
9.5 Approaching Prepared	11.1 Approaching Prepared	8.5 Approaching Prepared
90.5 Not Prepared	88.9 Not Prepared	90.1 Not Prepared

Conclusions based on this data:

1. We had 1.4 students prepared for college and career readiness through the JROTC program.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

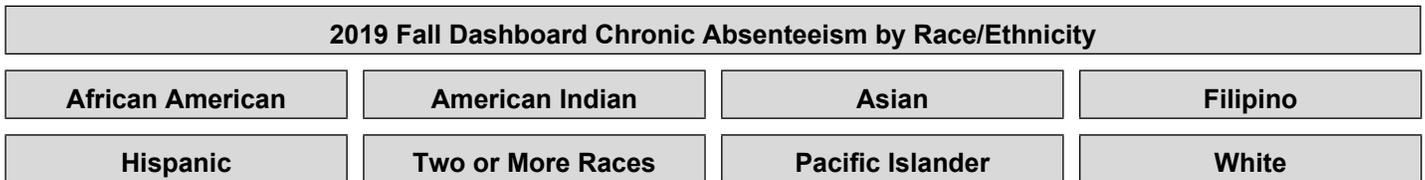
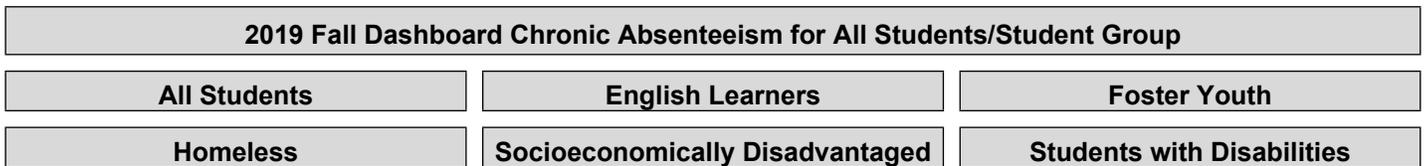
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. No data

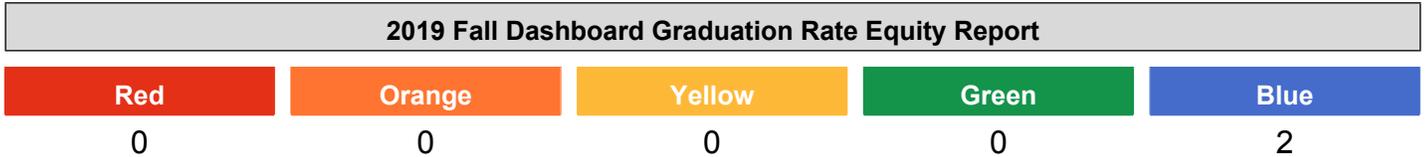
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 91.6 Maintained -0.6 71	<p>English Learners</p>  No Performance Color 100 13	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 94.4 Maintained +0.1 54	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 97.9 Maintained +2.9 48	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 77.8 Declined -11.7 18

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
92.2	91.6

Conclusions based on this data:

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

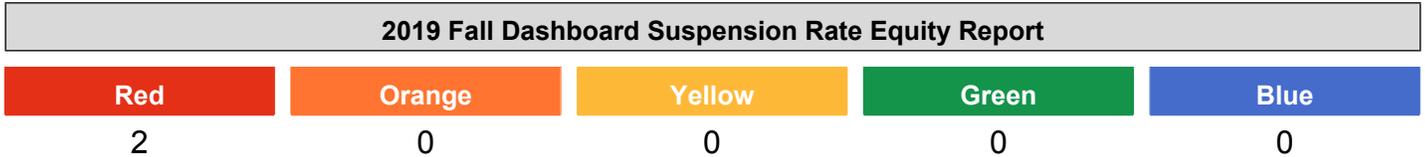
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>11.8</p> <p>Increased Significantly +4.9</p> <p>152</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>22</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>15.2</p> <p>Increased +7.6</p> <p>112</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>15.4</p> <p>Increased +9.5</p> <p>13</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #d9e1f2; padding: 5px; display: inline-block;">23.5</div> 17	 No Performance Color Less than 11 Students - Data 3		
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #d9e1f2; padding: 5px; display: inline-block;">10.2</div> Increased +2.8 98	 No Performance Color Less than 11 Students - Data 7		 No Performance Color <div style="background-color: #d9e1f2; padding: 5px; display: inline-block;">11.1</div> Increased +8.2 27

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.9	11.8

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

College and Career Readiness

Goal Statement

Provide all students with opportunities to make up credits to attain a high school diploma and opportunities to explore and learn about college and career opportunities

LCAP Goal

With respect to the alignment with the PVUSD Local Control Accountability Plan (LCAP), this goal aligns directly with PVUSD Goal 1, 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 student's 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	CAASPP Scores, Lexile Baseline , and grades	Improve each students Lexile by 50 points each quarter.

Planned Strategies/Activities

Strategy/Activity 1

School-Wide Writing Program and School-Wide Instructional Strategy for ELA.

Students to be Served by this Strategy/Activity

All students, Including English Learners

Timeline

On-going

Person(s) Responsible

Teachers, Administration, Counselor and all support staff.

Proposed Expenditures for this Strategy/Activity

Description

No Impact to Budget

Strategy/Activity 2

Providing training and coaching for Corrective Reading to allow students including English Learners to increase their reading abilities

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Administration, Counselor and support staff.

Proposed Expenditures for this Strategy/Activity

Description

No Impact to Budget

Strategy/Activity 3

Ensure the use of first/best instruction practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

- Provide teachers with professional development opportunity.

Person(s) Responsible

School Administration, District Administration

Proposed Expenditures for this Strategy/Activity

Description

No impact to site budget.

Strategy/Activity 4

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

Lexile (Quarterly), Pre and Post Test (Ongoing)

Person(s) Responsible

Administration, Teachers, Counselor and Support Staff

Proposed Expenditures for this Strategy/Activity

Description

1e- No impact to site budget.

Strategy/Activity 5

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

Provide intervention and credit recovery classes to students who exhibited inability to meet the Standards Met criteria for CAASPP.

Person(s) Responsible

Administration, Teachers, Counselor and Support staff

Proposed Expenditures for this Strategy/Activity

Description

No Impact to our Budget

Strategy/Activity 6

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

500.00

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Supplemental technology

Strategy/Activity 7

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 Exit survey

Person(s) Responsible

Counselor and Principal

Proposed Expenditures for this Strategy/Activity

Description

No impact to 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 available 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 serves 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.

Person(s) Responsible

Principal, Teachers, Counselor, PVUSD EL Coordinator.

Proposed Expenditures for this Strategy/Activity

Description

No additional funding required.

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 additional funding required.

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.

Person(s) Responsible

Principal, Teachers, Counselor, Support Staff

Proposed Expenditures for this Strategy/Activity

Description

No additional funding required.

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 additional funding required.

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

Description

- No additional funding required.

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.

Person(s) Responsible

Principal, Teachers, Counselor and EL Coordinator

Proposed Expenditures for this Strategy/Activity

Description

No additional funding required.

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 2020-2021 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

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, 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 TPCS.

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 for minor issues. Increased training in first-best instruction, MTSS, 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
DashBoard Annual Suspension Rate	11.8 % of students were suspended at least once during the 2018-2019 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

Site principal to work with Human Resources to identify credential deficiencies and follow up with affected faculty to find a solution

Person(s) Responsible

Principal and district office

Proposed Expenditures for this Strategy/Activity

Description

No additional funding other than what exists in current budget for teaching staff. 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. Emphasize well-organized lesson design..

Students to be Served by this Strategy/Activity

All students

Timeline

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

Person(s) Responsible

Teachers, Site Principal, and School Secretary.

Proposed Expenditures for this Strategy/Activity

Description

No impact to site or district budget.

Strategy/Activity 3

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

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 site 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.

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.

Person(s) Responsible

Teachers, Counselor, Secretary, Principal

Proposed Expenditures for this Strategy/Activity

Amount

5000.00

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Supplemental staff training.

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 four 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, 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.

Person(s) Responsible

Principal, Counselor, and Secretary

Proposed Expenditures for this Strategy/Activity

Description

No additional funding requirements.

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

2020-2021

Person(s) Responsible

Principal, Teachers, Counselor, School Secretary, Deputy Attorney, and Blythe PD.

Proposed Expenditures for this Strategy/Activity

Description

No additional funding requirements.

Strategy/Activity 4

Monitor participation in 6th period remediation and provide students with instructional and moral support 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

08-2020 / 06-2021

Person(s) Responsible

Principal, Teachers, School Secretary

Proposed Expenditures for this Strategy/Activity

Description

No additional funding required.

Strategy/Activity 5

4e- Collaborate with Riverside County Department of Mental Health 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

2020-2021 School Year

Person(s) Responsible

Principal, Teachers, Blythe PD, and RCDMH.

Proposed Expenditures for this Strategy/Activity

Description

No additional funding requirements.

Strategy/Activity 6

TTPCS will recognize positive behavior and student achievement through 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

On-Going

Person(s) Responsible

Principal, Secretary, Counselor, Teachers, Volunteers

Proposed Expenditures for this Strategy/Activity

Amount

1500.00

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Incentives for Positive Behavior and Attendance.

Strategy/Activity 7

4h- Provide parent involvement opportunities to improve student achievement. Accomplished through workshops, training opportunities, Site Council, and PTO.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Principal, Teachers, Secretary, and Parents.

Proposed Expenditures for this Strategy/Activity

Amount	19,000.00
Source	Title I
Budget Reference	6000-6999: Capital Outlay
Description	Electronic Marquee

Strategy/Activity 8

Continue with Student Welcome Center for 2020-2021

Students to be Served by this Strategy/Activity

All Students

Timeline

On-going

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Description	- No funding required.
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Strategy/Activity 9

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

Description

No additional burden to site budget.

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	91.6% was the 2018-2019 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 additional funding necessary

Strategy/Activity 3

Although seniors do not take state exams, TPCS will work with these students while they are lower classmen to improve CAASPP and LPAC 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 additional funding necessary

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

900.00

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Career Cruising Website

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 site funding required.
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Strategy/Activity 6

- Continue to improve the effectiveness on-line 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 site funding required.
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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: 2019-20

Goal 1

We are aiming to show 25% growth as measured by average distance from meeting the standard in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC was not conducted due to Covid-19	25% improvement (-148.9 ELA) (-183.6 Math)	No test was conducted

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Concerted efforts to incorporate reading comprehension, writing and Math across the curriculum.	There was a concerted effort to incorporate reading comprehension, writing and Math across the curriculum.	1a- No impact to site budget.	1a- No impact to site budget.
1b- Utilize district approved core and supplemental materials in all classes to ensure that curriculum aligns closely with both CA and Common Core State Standards.	There was a concerted effort to utilize district-approved core and supplemental materials in all classes to ensure that the curriculum aligns closely with both CA and Common Core State Standards.	1b No impact to budget	1b No impact to budget
1c- Develop academic course contracts with accurate pacing and alignment with CA and Common Core State Standards that allow for acceleration opportunities.	A concerted effort was made to develop academic course contracts with accurate pacing and alignment with CA and Common Core State Standards that allowed for acceleration opportunities.	1c- No impact to site budget.	1c- No impact to site budget.
1d- Ensure the use of first/best instruction practices.	There was a concerted effort to Ensure the use of first/best instruction practices.	1d- No impact to site budget 0	1d.-No impact to site budget
1e- Utilize pretest, benchmark assessments, and other post-tests to identify areas of	There was a concerted effort to utilize pretest, benchmark assessments, and other post-tests to identify areas of	1e- No impact to site budget.	1e- No impact to site budget.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
deficiency in student achievement.	deficiency in student achievement.		
1f- Targeted intervention strategies for targeted students currently placed in Standard Not Met achievement levels.	There was a concerted effort to target intervention strategies for targeted students currently placed in Standard Not Met achievement levels.	Supplemental Intervention Materials 4000-4999: Books And Supplies Title I 500.00	Instructional materials and supplies 4000-4999: Books And Supplies Title I 447.00
1g- Supplemental technology resources for teachers to facilitate first best instruction, provide timely progress reports, and engage in other activities to benefit student achievement.	There was a concerted effort to supplement technology resources for teachers to facilitate first best instruction, provide timely progress reports, and engage in other activities to benefit student achievement.	1g- Supplemental technology 4000-4999: Books And Supplies Title I 500.00	Notebooks 4000-4999: Books And Supplies Title I 308.00

Analysis

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

The site began using pre and post lexile testing and looked at achievement levels. We planned on having a speaker come in to explain lexile and how it effects our every day lives, but due to covid this was cancelled. We did change our SIS system and provided teachers with trainings on how to navigate the system and access all of the supports it provides for teacher and students.

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

The lexile pre and post test gave the teachers, students and school an idea of where our population is at for reading and what supports we needed to add to our curriculum to increase the students reading levels. We also saw that we needed to change some of our curriculum both online and in person to meet the needs of our students. Unfortunately, due to COVID-19 we were unable to do any state testing.

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

We did not use all of the money allotted for this goal due to the early closure of our school site, due to Covid.

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 will again continue our pre and post tests for lexile. We will also start implementing corrective reading, which all students will be assessed for upon entering our school each quarter. The current SPSA will reflect the new reading intervention strategy. To implement this reading curriculum, teachers and support staff will attend trainings and be coached throughout the 2020-2021 school year.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

TPCS will improve the service level provided to limited-English-proficient students by increasing their participation rate in formal assessments, exhibit growth in ELPAC level classifications, and gain proficiency in ELA and Math evidenced by CAASPP results for all students assessed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Overall Score for Grade 11 EL Students	10% increase overall ELPAC score for grade 11 for 2019-2020	Our 11th grade students all went down in their ELPAC Scores except for one student who increased by 13 points.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2a- Collaborate with the District EL coordinator every month to ensure that we provide optimum service to our English Learners. Will also keep faculty up to date with changes in the law, trends, and Common Core initiatives related to EL.	There was a concerted effort to meet with the EL coordinators on a monthly basis to ensure that we provided services to our English Learners	2a- No additional funding required.	
2b- Additional focus on data analysis for EL students. Utilize data to pinpoint deficiencies in student skill level and respond with appropriate interventions. Involves breaking down assessments to determine which skill a student lacks based on the question missed.	There was a concerted effort to focus on data for EL students. We also used this data to find deficiencies and provided appropriate interventions.	2b- No additional funding required.	
2c- 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 is applied to the learning	There was a concerted effort to focus on our TPCS expectations for becoming better workers, learners, and community members. We used PBIS/MTSS to promote learning, give positive	2c- No additional funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
goal so they can improve performance across all subjects.	incentives, and get our ELL students out into the community. Unfortunately, due to COVID-19, the community events had to be canceled in the last quarter of school.		
2d- Need for deliberate implementation of SDAIE/SIOP strategies into lesson design and academic contracts.	Teachers are required to use SDAIE strategies with all of our students, as we as a team believe that all of our students can benefit from these strategies.	2d- No additional funding required.	
2e- Continue to modernize/update technology and software designed to improve English acquisition and proficiency through targeted intervention.	There was a concerted effort to continue to modernize/update technology and software designed to improve English acquisition and proficiency through targeted intervention.	2e- No additional funding required.	
2f- 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. Will also align with CCSS.	There was a concerted effort to use supplemental materials to reinforce core concepts.	2f- No additional funding required.	
2g- Provide staff development opportunities to train teachers in SDAIE and SIOP teaching strategies to improve first/best instruction.	Staff was provided staff development opportunities at the beginning of the school year to improve first/best instruction.	2g- No additional funding required.	
2h- Increase utilization of effective assessment strategies to ensure that EL students receive adequate progress monitoring throughout the year.	There was discussion and planning of developing adequate progress monitoring throughout the year for long-term learners, reclassified, and regular English learners.	2h- No additional funding required.	
2i- Continue to use the technology supplies to improve core access and	There was a concerted effort to use technology supplies to improve core	2i- No additional funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
language acquisition skills.	access and language acquisition skills		
2j- Educational enrichment field trips for all students, particularly EL students, to visit colleges, museums, science centers, and the like to expose students to resources and opportunities outside of our community.	Our site went to Crafton Hills College/Job Fair in the Fall Semester to expose our students to the different opportunities that colleges can offer.	2j- Enrichment field trips 5000-5999: Services And Other Operating Expenditures Title I 3000.00	Educational/enrichment Field Trips 5000-5999: Services And Other Operating Expenditures Title I 1082.00

Analysis

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

This year we met with our EL coordinator weekly to discuss students and their progress towards graduation. We reached out to parents in Spanish and English through our new SIS system and Newsletter. Teachers were given opportunities to attend professional development and practice first/best instruction in their lessons. Before the school closure the students were able to go to two different educational field trips. These trips included a college fair and a union worker trade bootcamp, to expose the students to academic and trade schools.

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

When we analyzed our ELPAC Scores and out of five students tested four actually went down in their scores, while one went up by 17 points.

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

The only Expenditures that were proposed was the field trips and due to COVID-19 our year was cut short causing us to fall short of our scheduled educational field trips.

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 will continue to use the above strategies in this goal as they apply to online and in person learning

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 PBIS model and use of effective research-based instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DashBoard Annual Suspension Rate	5% or less of students will be suspended at least once	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize PBIS to minimize class suspensions and increase access to instruction for all students.	The site made it possible for all students failing a class or not attending school to attend the Study Hall session, which was our sixth period. Those students who were in good attendance and were passing their classes were able to leave campus after the fifth period.	3a- No additional funding other than what exists in current budget for teaching staff. Centralized funding may support this process in certain cases.	
3b- Monitor the number of office referrals with the goal of minimizing them to no more than two a week. Provide teachers with training in RTI ² and PBIS. Emphasize well-organized lesson design.	Students were allowed to leave campus for lunch in two-week increments. If a student received a referral anytime during that two-week period, their lunch privilege was revoked. Monitoring was done daily for referrals.	3b- No impact to site or district budget.	
3c First-best instruction practices and evidence of PBIS will serve as a primary focus area for observation.	All staff worked together to use the PBIS model for our students and rewarded good behavior through Scorpion Stingers, Scorpion Standouts, lunch privileges, early release, and our scorpion den.	3c,d- No impact to site budget.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3e- 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 who were behind in their classes would stay for study hall, where they received tutoring, mentoring, and encouragement to stay on track and pass their classes and improve their academics	3e- No impact to budget.	
3f- Work with C&I and other site principals to set up RTI2/MTSS, Common Core, and PBIS trainings to exit program improvement.	Principal worked with C&I to begin a MTSS for our students, review current curriculum, and continue with our PBIS training.	3f- Supplemental SEL materials. 4000-4999: Books And Supplies Title I 300.00	Certificates and lamination supplies 4000-4999: Books And Supplies Title I 193.00
3g- implement the strategies learned at the CCEA Conference	Teachers, Staff, and Principal were not able to attend the CCEA Conference due to COVID-19 Cancellation of the Conference	3g- Supplemental staff training. 5000-5999: Services And Other Operating Expenditures Title I 2500.00	0

Analysis

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

We were able to make significant strides towards reducing our suspension rates. This was the first year that we did not have a fight at our school. We did have an issue with drugs and that created multiple suspensions. We also used different incentives to increase our attendance, behavior, and academics. We saw a decrease in our suspensions after the new year and continued to come up with ideas for MTSS, but due to the shutdown, we were not able to see the outcome of the entire year. Due to this, we stayed in CSI.

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

We felt that the pendulum at our school was swinging to a more positive school climate and students were responding to our new program and supports.

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

Due to the early shut down the teachers were not able to attend the CCEA conference.

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 would like to continue on this path we started last year and build on the Positive Behavior Strategies we have already set in place.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 four community events pre year	Due to the COVID-19 pandemic, we were only able to participate in three community events: Christmas parade and back to school night.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4a- Implementation of Positive Behavior Support Strategies and other interventions from the RTI behavioral model. Work as a staff to constantly update intervention and teaching strategies that accomplish this goal.	There was a concerted effort to implement the Positive Behavior Support Strategies and other interventions. All staff worked together to follow through on the support strategies.	4a- No additional funding requirements.	
4b- Increased use of discipline strategies such as detention, school-based community service, 6th-period remediation, and other reactive interventions to correct student behavior.	The school devised systems to deter discipline issues and correct students behavior and we found success.	4b- No additional funding requirements.	
4c- Collaboration with local law enforcement authorities to ensure enforcement of local truancy and juvenile infraction notices as part of RTI.	The principal had meetings with the local law enforcement to enforce local truancy and juvenile infraction notices.	4c- No additional funding requirements.	
4d- Monitor participation in 6th-period remediation and provide students with instructional and moral support to accomplish	The school created a system that revolved around positive interventions instead of negative consequences.	4d- No additional funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
learning goals and convey the message that we care about their success.	Students were able to leave school early if they were passing and attending school.		
4e- Collaborate with Riverside County Department of Mental Health to participate in Individual Prevention Services for students who exhibit at-risk behaviors for substance abuse or are caught violating campus substance abuse policies	We met with mental health and began a referral process for our students. Therapists and drug counselors would come weekly to meet with students who exhibited at-risk behaviors or needed mental health counseling.	4e- No additional funding requirements.	
4f- Facilities will be safe, maintained, and utilized in a manner that is most conducive to student achievement. Staff will also monitor the number of work orders submitted for student caused damage.	Principal and FTMO Supervisor meet weekly to go over the facility and any issues that needed to be solved.	4f- No additional funding requirements	
4g- TPCS will recognize positive behavior and student achievement through awards ceremonies, monthly Shine awards, incentive activities, and other recognition strategies that will continue to promote success on campus.	The school used a lot of positive behavior reinforcements throughout the year. Students were able to have breakfast for perfect attendance every two weeks, leave campus early if they were passing their classes and had good attendance, and the students could go to lunch off-campus if they had no referrals or tardies. We had scorpion stinger weekly drawings, Scorpion stand-outs, quarterly award ceremonies, and student of the month. Students also raised money for a Scorpion Den where students could earn entrance through attendance, behavior, and grades.	4g- Incentives for Positive Behavior and Attendance. 4000-4999: Books And Supplies Title I 1000.00	Incentives for Positive Behavior and attendance 4000-4999: Books And Supplies Title I 0
4h- Provide parent involvement opportunities	We had a Site Council, PTO, Back to School	4h- No funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to improve student achievement. Accomplished through workshops, training opportunities. Site Council, and PTO.	Night, Newsletters, SST, and Conferences.		
4i- Implement parent involvement opportunities on campus to promote greater school connectedness with community and home.	Award Ceremonies, Back to School Night, Graduation Night, PTO, and School Site Council.	4i- No impact to site budget.	
4j- Continue with Student Welcome Center for 2018-19.	Welcome center was continued with principal, secretary, community member, teacher, and counselor there to greet student.	4j- No funding required.	
4k- Work with teachers to develop a list of eligible and ineligible students based on established performance indicators. Review bi-weekly.	We were able to make a daily list of eligible and ineligible students based on their attendance and behavior indicators. We also created a bi-weekly eligibility list for academic performance.	4k- No additional burden to site budget.	
4l- Parent involvement events and opportunities.	Back to School Night, PTO, School Site Council, Award Ceremonies, Fundraisers, Graduation, and parades.	4l- No impact to site budget.	

Analysis

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

The staff at this site designed a newsletter with announcements, interactive links, and direct communication links to staff. To help with our drug issues at school, we were given money to purchase a Halo (vaping device) to pilot one of our restrooms. We also put systems in place to positively motivate the students and their behaviors. We did this by creating different incentive programs and courses. All staff were consistent and followed through with all systems. We had our students participate in community service and annual parades. We have partnered with our local agencies and work closely with them so we can support students. We continued including parents and family members to our award ceremonies, fundraisers, Back to School Night, PTO, Graduation Night, and School Site Council.

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

The newsletter was a great success as we can distribute it online through social media, text messages, website, PVUSD SIS, hard copies, and emails. We also can send announcements out through emails, texts, the internet, and phone. Huge assistance is our Newspaper, law enforcement, and Mental health agencies. We are able to promote our school, help students with drug prevention and mental health issues, and have law enforcement help us with truancies, etc. The Halo device has deterred students from bringing drugs onto campus and we will be purchasing another one for the other restroom. We have put PBIS systems into place and because of staff being consistent and structured the students

have started buying into our program and our learning environment has vastly improved. Parents are a huge part of our program and are often brought into our activities we have at our site.

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

We did not use the Title 1 money we allotted due to Covid and school closure.

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 would like to continue on with the goal and expand upon it.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

To raise the amount of students College and Career Ready by 10%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
College and Career ready status on the State Dashboard in 2019	10% College and Career ready on the State Dashboard in 2020	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Understanding what it takes for a student to be considered College and Career ready based on California's definition, and creating systems in order to do so.	We started exploring different ways for our school to meet the definition of College and Career Ready. We are starting with Lexile Levels, which dictate what kind of reading level you will need for different jobs in the student's near future.	5a- No additional funding source necessary.	
5b- Counselor and school secretary will consistently monitor transcripts and inform students of deficiencies or other threats that will inhibit their ability to graduate.	Numerous meetings were held with students and parents throughout the year. Our counselor made a grad plan for each student and assisted them in deciding what path they wanted to take after graduation. This was reviewed numerous times throughout their stay with us. The secretary and counselor work together to reach out to students who are at risk.	5b- No additional funding necessary	
5c- Although seniors do not take state exams, TPCS will work with these students while they are lower classmen to improve CAASPP and	We worked with JROTC to allow our students to participate in their program, making it so that we had four students complete their college and	5c- No additional funding necessary	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CELDT levels to meet state targets.</p>	<p>career path while attending our school.</p>		
<p>5d- 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.</p>	<p>We did use our Career Cruising online platform in the Senior Project Class. This allows the student to explore different careers that might be of interest to them. Students pick two careers and find out if this career will require a college diploma, certifications, or an apprenticeship. Staff uses this as a springboard to build on their interest and develop a plan for post-graduation.</p>	<p>5d- Career Cruising 5000-5999: Services And Other Operating Expenditures Title I 900.00</p>	<p>Career Cruising Renewal 5000-5999: Services And Other Operating Expenditures Title I 899.00</p>
<p>5e- Career counseling to excite and motivate students toward graduation and inform them about opportunities for those who hold diplomas. Participation in vocational education programs will allow students to earn high school credit for graduation and acquire vocational skills that will benefit their career development.</p>	<p>Our Full-time counselor is imperative at our school. He excites and motivates the students about graduation, and he informs them about opportunities after graduation. He assists the students with applications for FASFA, College Applications, Schedules and, attends Career/College fairs, and helps them fill out job applications.</p>	<p>5e- No site funding required.</p>	
<p>5f- Continue to improve the effectiveness of A+ and/or other online learning platforms. Transition to an online-based platform, strictly enforce the strategies in place to prevent cheating, and strictly enforce a writing requirement for each course that aligns with CCSS Writing standards.</p>	<p>We have changed on-line learning platforms and now only use Acellus. This program has really benefitted our students. This program gives the school flexibility in the schedule and allows more choices for students. A credential teacher facilitates this program, and students seem to be successful with this platform. We use go-guardian, a platform for monitoring students provided to all schools in our district. Cheating has dropped dramatically</p>	<p>5f- No site funding required.</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	once we were able to switch to this online learning system.		
5g- Participate in career days, college presentations, armed forces presentations, and the like to get students excited about graduation and improve rates.	Students have opportunities to attend college and career fairs outside of Blythe and in our community throughout the year. The armed forces come to our site to present options available in the military. We also contacted the Union workers and took our students to the Electrical Union Workers Boot Camp.	5g- College & Career Readiness Field Trips 5000-5999: Services And Other Operating Expenditures Title I 1000.00	Field trip ti IBEW Boot Camp 5000-5999: Services And Other Operating Expenditures Title I 390.00
5h- Use assembly time, applicable lessons, and other activities and events to tie into SLOs and increase student awareness about how successful acquisition of SLO skills translate to value in the workplace. Print materials to post on campus to ensure effective communication.	Throughout the 2019 part of the school year, we had numerous assemblies to help students understand the SLO skills and how they transfer to his workplace. Money was not used for these assemblies as they were all free.	5h- Banners for school display. 4000-4999: Books And Supplies Title I 345.00	0
5i- Create extrinsic incentive opportunities to motivate students to graduate. Includes guest speakers, financial aid workshops, career day, senior trip, graduation ceremony, and similar activities that excite students to graduate.	During the year, we had assemblies, guest speakers, career day opportunities for our students. We also had a modified graduation ceremony that kept the students excited and pushing through the pandemic to graduate. The senior trip was canceled due to COVID-19.	5i- College & Career Readiness Funds for these activities raised privately through Twin Palms PTO. 5000-5999: Services And Other Operating Expenditures Title I 500.00	0
5j- Ensure annual renewal of on-line learning leases and work with the technology department to ensure that we monitor and uphold academic integrity through the following measures:	We continued to work on our online platforms. We changed our SIS system to Aeries, so communication and access were more manageable for the students and their	No site funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Complete installation of Omnito program for teacher monitoring, block all Internet resources in the computer lab to prevent students from unauthorized assistance, and ensure that faculty do not allow credit for any lesson where the student did not complete the mastery exam in front of the faculty member.	families. We are using Go Guardian to monitor students as they work on their assignments and tests. We also changed to Acellus instead of A+ and Fuel Education.		

Analysis

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

We are now using Lexile levels to make students aware of their reading level and what reading level they need to be at to obtain the careers and jobs they are interested in . During the beginning of the school year the union workers reached out to our school and wanted to include our students in a series of bootcamps, which explains the trades and journeyman careers. We have reached out to numerous colleges and participated in their college and career fairs. Armed forces have been brought in to discuss the ASVAB and all of the steps needed to obtain a career in the military.

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

We have had excellent interest in the union worker careers, military, and college. We work with students to develop a career/college path for our students when they graduate. At this time we fall short on actually having a career and college readiness program, due to students attending our school for a shorter amount of time than at the traditional school. we continue to explore ways to bring this pathway to our site.

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

We did use the allotted funds for our career cruising, yet we fell short on our fieldtrips due to the pandemic. We also were not able to use the allotted money for activities this year, due to the pandemic.

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 will continue to use this goal, and research different career pathways we can bring to our continuation school. We would like to continue to explore different college and career opportunities for our students and get them excited about life after graduation.

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	34031.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	34,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	34031.00	31.00

Expenditures by Funding Source

Funding Source	Amount
Title I	34,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	13,000.00
6000-6999: Capital Outlay	19,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	13,000.00
6000-6999: Capital Outlay	Title I	19,000.00

School Site Council Membership

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

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

Name of Members	Role
Judith Browder	Principal
Javier Rubalcava	Other School Staff
Cecilia Ortiz	Other School Staff
Amanda Meave	Classroom Teacher
Regina Gonzalez	Classroom Teacher
Robert Grady	Parent or Community Member
Juanita Grady	Other School Staff
Mary Hernandez	Other School Staff
Sandra Duenez	Parent or Community Member
Rebecca Pena	Parent or Community Member
Carlos Duenez	Secondary Student
King Anthony Gibson- Perez	Secondary Student
Jacob Cota	Secondary Student
Ryan Pence	Classroom Teacher
Jeff Blansett	Classroom Teacher

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 02-09-2021.

Attested:



Principal, Judy Browder on 02-09-2021

SSC Chairperson, Robert Grady on 02-09-2021

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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.

Stakeholder 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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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 Stakeholder 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

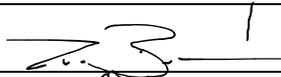
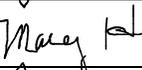
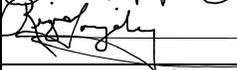
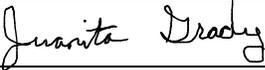
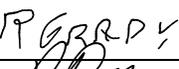
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California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

TWIN PALMS HIGH SCHOOL

811 W. CHANSLORWAY, BLYTHE, CALIFORNIA 92225

TELEPHONE: (760) 922-4884 / FAX: (760) 922-1177

School Site Council Meeting Feb. 09, 2021 2:30 pm

Name	Title	Signature
Judy Browder	Principal	
Mr. Rubalcava	Counselor	
Mary Hernandez	Staff	
Mr. Blansett	Teacher/Guest	
Mr. Pence	Teacher/Member	
Ms. Meave	Teacher/Member	
Ms. Gonzalez	Teacher/Member	
Carlos Duenaz	Student/Member	
Jacob Cota	Student/V. Chairman	
King-Anthony Gibson	Student/Member	
Ms. Ortiz	Para/Member	
Ms. Grady	Staff/Secretary	
Robert Grady	Community Member Chairman	
Rebecca Pena	Parent	
Sandra Duenaz	Parent	

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Tuesday, February 9, 2021

SPSA Approval page

Name

Judith Browder

Date

Tuesday, February 9, 2021

Title

Principal

**I Approve the 2020-2021 School Plan
for Student Achievement**

A handwritten signature in black ink, appearing to be "Judith Browder". The signature is written in a cursive style with a long horizontal line extending to the right.



Tuesday, February 9, 2021

SPSA Approval page

Name Amanda Meave
Date Tuesday, February 9, 2021
Title Member

**I Approve the 2020-2021 School Plan
for Student Achievement**

A handwritten signature in black ink, appearing to read "A Meave". The signature is written in a cursive style with a long horizontal stroke at the end.



Tuesday, February 9, 2021

SPSA Approval page

Name Mary Hernandez
Date Tuesday, February 9, 2021
Title Secretary

**I Approve the 2020-2021 School Plan
for Student Achievement**

A handwritten signature in black ink that reads "Mary Hernandez". The signature is written in a cursive style with a large, looped "M" and "H".



Tuesday, February 9, 2021

SPSA Approval page

Name Ryan Pence
Date Tuesday, February 9, 2021
Title Teacher

**I Approve the 2020-2021 School Plan
for Student Achievement**

Ryan Pence
Gen Ed Teacher



Tuesday, February 9, 2021

SPSA Approval page

Name Robert Grady
Date Tuesday, February 9, 2021
Title Chair

**I Approve the 2020-2021 School Plan
for Student Achievement**

A handwritten signature in black ink, appearing to read "Robert Grady".



Tuesday, February 9, 2021

SPSA Approval page

Name

Paula Garcia

Date

Tuesday, February 9, 2021

Title

English Learner Coordinator

**I Approve the 2020-2021 School Plan
for Student Achievement**

Paula Garcia



Tuesday, February 9, 2021

SPSA Approval page

Name	Carlos Duenaz
Date	Tuesday, February 9, 2021
Title	approval page
I Approve the 2020-2021 School Plan for Student Achievement	



Tuesday, February 9, 2021

SPSA Approval page

Name Cecilia Ortiz
Date Tuesday, February 9, 2021
Title Paraprofessional

**I Approve the 2020-2021 School Plan
for Student Achievement**

Cecilia A. Ortiz



Wednesday, February 10, 2021

SPSA Approval page

Name

Cecilia Ortiz

Date

Wednesday, February 10, 2021

Title

Paraprofessional

**I Approve the 2020-2021 School Plan
for Student Achievement**

A handwritten signature in black ink, which appears to read "Cecilia Ortiz". The signature is written in a cursive style with a long horizontal stroke at the end.