



## 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.

<b>School Name</b>	Twin Palms Continuation High School
<b>Address</b>	811 West Chanslor Way Blythe, CA 92225
<b>County-District-School (CDS) Code</b>	33-67181-3331139
<b>Principal</b>	Judy Browder
<b>District Name</b>	Palo Verde Unified School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	May 11, 2022
<b>Local Board Approval Date</b>	May 17, 2022

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.

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 Fuel Education Online Platform. Fuel Education is a beneficial resource because it allows students to take core or credit recovery classes for Long Term Independent Study Classes. Fuel Education also gives students the opportunity to take additional classes while taking their scheduled teacher-directed classes. Another important benefit of Acellus is the opportunity for credit recovery. The online platforms provide students with the opportunity to engage in credit recovery for courses that already failed. Students may not otherwise have this opportunity given the resource constraints of the site.

Ethnic distribution and student enrollment have remained stable over the past couple of years, and enrollment levels hover near 90 students. According to 2020- 2021 enrollment data, the Twin Palms student population consists of 81% Hispanic, 4.4% White, 10% African-Americans, 2% American Indian, and 1% not reported. With respect to grade level, we served 15 students in grade ten, 60 in grade eleven, and 15 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 and implementation of the Positive Behavior Intervention & Support system is causing a cultural change on campus. We have incorporated the Scorpion Den, Scan Student Identification Card Authorization (SSICA) technology, Study Hall, Lunch Pass, a Drop Out Prevention Coordinator, a Mentoring Program (Social Emotional Learning Mentor Partnership with the "ACE" program), and we are in the process of creating a wellness center on our campus for our students.

The school implements a Student Welcome Center, which requires each student to receive a daily screening to ensure that they are prepared to enter the instructional environment without concern for issues related to substance abuse, dress code, electronics, dangerous objects, and other non-allowable items. The faculty and staff thoroughly vetted this idea through Site Council, District leadership, and the Governing Board.

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

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

1. Prepared to become valued Workers who exhibit:

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

2. Accomplished Learners Who Are:

- A. Academically prepared to compete with others to gain higher education or training.
- B. Competent in areas required by the school district and state standards.

3. Valuable Community Members who:

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

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

## 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: 02-09-2022, and 04-30 and for the 2021-2022 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.18%	2.35%	1.3%	1	2	1
African American	7.06%	11.76%	7.7%	6	10	6
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	68.24%	62.35%	71.8%	58	53	56
Pacific Islander	%	0%	%		0	
White	22.35%	17.65%	11.5%	19	15	9
Multiple/No Response	%	4.71%	2.6%		1	2
<b>Total Enrollment</b>				85	85	78

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10		3	
Grade 11	17	16	26
Grade 12	68	66	52
<b>Total Enrollment</b>	85	85	78

### Conclusions based on this data:

1. Our American Indian, White and African American population , while our Hispanic population increased.
2. Over the three year span the school has averaged 19.6 11th graders and approximately 62 12th graders, which is down by approximately 5. We decreased our number of Sophomores during the 2020-21 school year.
3. The school has continued to decline in enrollment of 12th grade during the 2020-22 by approximately 14 students. The 11th graders had decreased each school year, yet during the 20-21 school year we increased our enrollment by 10 students. Tenth grade student enrollment reached zero during the 2020-2021 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	9	9	16.5%	10.6%	11.5%
Fluent English Proficient (FEP)	4	8	8	4.7%	9.4%	10.3%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

### Conclusions based on this data:

1. We are saw an increase in EL learners during the 18-19 school year and then a dip by five students during the 19-20 school year which carried over to the 20-21 school year.
2. Fluent English learners remained the same between 19-20 and 20-21 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	55	58	55	53	58	0	53	58	0	96.4	100	0.0
All Grades	55	58	55	53	58	0	53	58	0	96.4	100	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2403.	2476.		0.00	0.00		1.89	8.62		9.43	27.59		88.68	63.79	
All Grades	N/A	N/A	N/A	0.00	0.00		1.89	8.62		9.43	27.59		88.68	63.79	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.89	5.17		16.98	22.41		81.13	72.41	
All Grades	1.89	5.17		16.98	22.41		81.13	72.41	

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.72		5.66	37.93		94.34	60.34	
All Grades	0.00	1.72		5.66	37.93		94.34	60.34	

### 2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.72		33.96	62.07		66.04	36.21	
All Grades	0.00	1.72		33.96	62.07		66.04	36.21	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.89	5.17		15.09	48.28		83.02	46.55	
All Grades	1.89	5.17		15.09	48.28		83.02	46.55	

2019-20 Data:

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

**Conclusions based on this data:**

1. 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 and 20-21 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 and 20-21 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 and 20-21 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	56	58	55	54	58	0	54	58	0	96.4	100	0.0
All Grades	56	58	55	54	58	0	54	58	0	96.4	100	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2397.	2418.		0.00	0.00		0.00	0.00		1.85	0.00		98.15	100.0	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		1.85	0.00		98.15	100.0	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	0.00	0.00		0.00	0.00		100.0	100.0				
All Grades	0.00	0.00		0.00	0.00		100.0	100.0				

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	0.00	0.00		9.26	24.14		90.74	75.86				
All Grades	0.00	0.00		9.26	24.14		90.74	75.86				

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		22.22	20.69		77.78	79.31	
All Grades	0.00	0.00		22.22	20.69		77.78	79.31	

2019-20 Data:

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

**Conclusions based on this data:**

1. The site had 100% of 11th graders who took the test during the 19-20 School year. During the 19-20 and 20-21 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 and 20-21 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 and 20-21 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	1567.2	*	*	1583.8	*	*	1550.1	*	*	11	6	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										12	8	5

2019-20 Data:

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

Overall 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*		*	*	11	*	*
12	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	12	*	*

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*		*	*	11	*	*
12	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	12	*	*

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11		*	*	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

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

Listening 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
11	*	*	*	*	*	*		*	*	11	*	*	
12		*	*	*	*	*		*	*	*	*	*	
All Grades	*	*	*	*	*	*		*	*	12	*	*	

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
11	*	*	*	*	*	*		*	*	11	*	*	
12	*	*	*		*	*		*	*	*	*	*	
All Grades	*	*	*	*	*	*		*	*	12	*	*	

2019-20 Data:

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

Reading 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11		*	*	*	*	*	*	*	*	11	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

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

Writing 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*		*	*	11	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	12	*	*

2019-20 Data:

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

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>78</b>	<b>82.1</b>	<b>11.5</b>	<b>2.6</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	11.5
Foster Youth	2	2.6
Homeless		
Socioeconomically Disadvantaged	64	82.1
Students with Disabilities	9	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	7.7
American Indian or Alaska Native	1	1.3
Asian		
Filipino		
Hispanic	56	71.8
Two or More Races	2	2.6
Native Hawaiian or Pacific Islander		
White	9	11.5

### Conclusions based on this data:

- 82.1 % of our students are socioeconomically disadvantaged, which is higher than the 71.6% district average.










# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. Our graduation rate is high, but fell during the 2020-2021 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. 2020-21 School was closed for three quarters, but opened the last quarter. During that quarter we had four suspensions 2 male and 2 female all due to vaping. We are continuing to address the vaping issue.
3. College and career readiness is still a challenge due to limited resources and the constant movement of the students.

# School and Student Performance Data

## Academic Performance English Language Arts

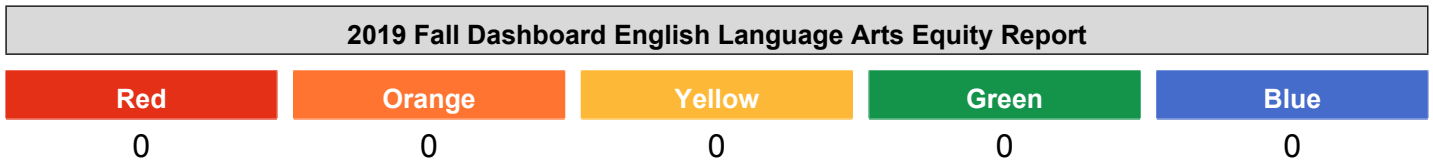
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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><b>All Students</b></p> <p>No Performance Color</p> <p>105.1 points below standard</p> <p>Increased Significantly +102.4 points 12</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Students with Disabilities</b></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 <span style="background-color: #e0e0e0;">103.5 points below standard</span> 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 in Language Arts. To address this issue in 20-21 we researched and bought intervention curriculum to use in 2021-2022 school year.

# School and Student Performance Data

## Academic Performance Mathematics

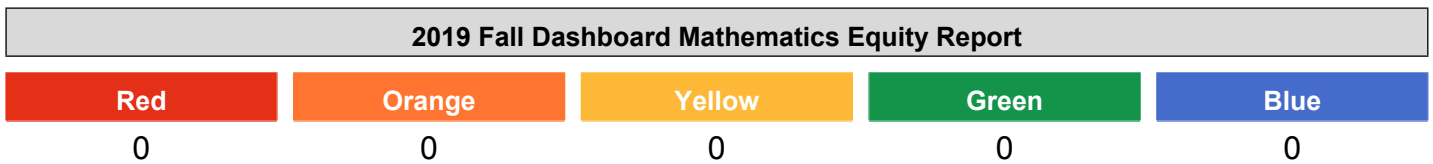
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>217.3 points below standard</p> <p>Increased Significantly +27.4 points 12</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Students with Disabilities</b></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. Due to Covid, State Testing was not implemented during the 2020-2021 School Year, but from the 2019 scores we acknowledge that we must address the low scores in math.

# School and Student Performance Data

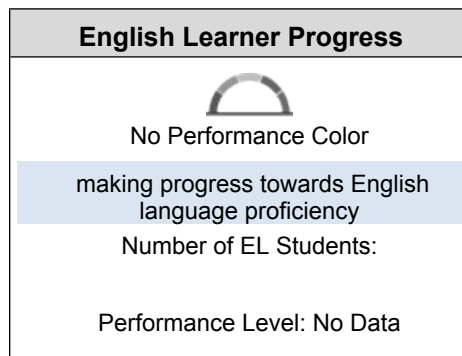
## Academic Performance English Learner Progress

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

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

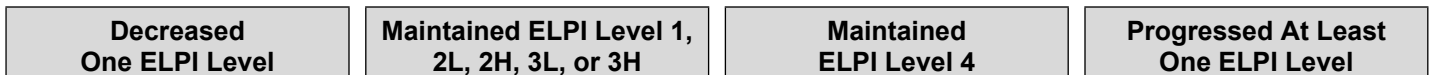
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



#### 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 Measures Only Report

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

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

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	59	100
<b>African American</b>	6	10.2
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	43	72.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	7	11.9
<b>Two or More Races</b>	1	1.7
<b>English Learners</b>	5	8.5
<b>Socioeconomically Disadvantaged</b>	46	78
<b>Students with Disabilities</b>	7	11.9
<b>Foster Youth</b>	1	1.7
<b>Homeless</b>		



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

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

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

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	2	3.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	4.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	4.3
Students with Disabilities		
Foster Youth		
Homeless		

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	9	15.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	7	16.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	5	10.9
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	7	11.9
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	6	14
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	5	10.9
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**Conclusions based on this data:**

1. We had one student prepared for college and career readiness through the JROTC program, unfortunately we have lost the JROTC program and it has negatively impacted our students during the 2020-2021 school year.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	59	37	0	62.7
English Learners	5		0	
Foster Youth	1		0	
Homeless				
Socioeconomically Disadvantaged	46	26	0	56.5
Students with Disabilities	7		0	
African American	6		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	43	28	0	65.1
Native Hawaiian or Pacific Islander				
White	7		0	
Two or More Races	1		0	

### Conclusions based on this data:

1. We have declined in our graduation rate by less than an percent from 2018-2019.
2. Although we have no data on our dashboard, our numbers indicated that we fell about 20% in our graduation rate during the 2019-2020 school year. We attribute this fall to Covid-19 and the choice we gave the students to return for a fifth year, which a majority of our students did.
3. During the 2020-2021 School Year our Graduation Rate was 65.1%, which was still lower than average, again we attribute this to Covid-19.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

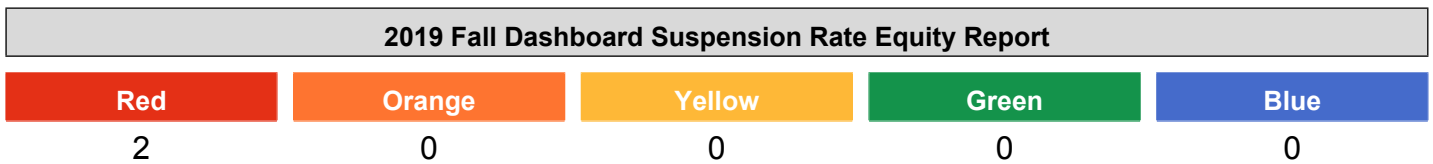
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>11.8</p> <p>Increased Significantly +4.9</p> <p>152</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>22</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>15.2</p> <p>Increased +7.6</p> <p>112</p>	<p><b>Students with Disabilities</b></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: #e0e0e0; padding: 5px; margin: 5px 0;">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: #e0e0e0; padding: 5px; margin: 5px 0;">10.2</div> Increased +2.8 98	 No Performance Color Less than 11 Students - Data 7		 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">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.
2. Our rate of suspension was not provided by the CDE for the years of 2019-2020 or 2020-2021 due to Covid, but our SIS system reported 45 Suspensions for 2019-2020 which was high and was an increase 45% from 2018-2019 school year.
3. Our rate of suspension was significantly lower due to students only returning for the last 9 weeks of the 2020-2021 school year. During this nine week period and new PBIS strategies in place we had four suspensions.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

College and Career Readiness

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue to provide training and coaching for students in Corrective Reading 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

Amount	2000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Corrective Reading Consumables

### Strategy/Activity 2

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

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

### Strategy/Activity 3

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

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

All Students

### Timeline

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

### Person(s) Responsible

Administration, Teachers, Counselor and Support Staff

### Proposed Expenditures for this Strategy/Activity

Description	No impact to site budget.
-------------	---------------------------

### Strategy/Activity 4

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

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

10th-12th Grade Students

### Timeline

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

<b>Amount</b>	9319.65
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchasing of math intervention and white boards.
<b>Amount</b>	5994.93
<b>Source</b>	Comprehensive Support and Improvement (CSI)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Microscopes, PE Equipment, and Earbuds

### Strategy/Activity 5

Use technology for progress reports, best instruction, and student engagement.

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

All students

### Timeline

On-going

### Person(s) Responsible

Administration, Teachers, Counselor and Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5932.15
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Poster Maker the current school information, announcements, anchor charts
<b>Source</b>	Other
<b>Budget Reference</b>	None Specified

### Strategy/Activity 6

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

**Timeline**

**Person(s) Responsible**

.

**Proposed Expenditures for this Strategy/Activity**

Source

Other

Budget Reference

None Specified

**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

Amount	2344.44
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	-Smart TV;s for multimedia, lesson plans, and engagement.
Amount	4736.11
Source	Comprehensive Support and Improvement (CSI)
Budget Reference	4000-4999: Books And Supplies
Description	Will use for hardware to mount the TV's

## 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.
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## 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**

<b>Amount</b>	3000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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, provide social and emotional support, and increase collaboration and engagement with all stakeholders to advance learning and continuous improvement.

### Basis for this Goal

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

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

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

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

All Students

### Timeline

On-Going

### Person(s) Responsible

Principal, Teachers, and Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	31000.00
<b>Source</b>	Comprehensive Support and Improvement (CSI)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Centralized funding may support this process in certain cases. CSI funds will fund the PBIS Consultant.

### Strategy/Activity 2

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

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

All students

### Timeline

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

### Person(s) Responsible

Teachers, Site Principal, and School Secretary.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6500.00
<b>Source</b>	Comprehensive Support and Improvement (CSI)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Id Maker, badges with barcodes, metal detector, and incentives were used to monitor and input data based on MTSS and PBIS
<b>Source</b>	Other
<b>Budget Reference</b>	None Specified

### 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**

3667.56

**Source**

Comprehensive Support and Improvement (CSI)

**Budget Reference**

5800: Professional/Consulting Services And 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 two community events per year due to Covid Restrictions

### Planned Strategies/Activities

#### Strategy/Activity 1

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

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

All Students

### Timeline

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

### Person(s) Responsible

Principal and Staff

### Proposed Expenditures for this Strategy/Activity

#### Description

No additional funding requirements.

### Strategy/Activity 2

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

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

All Students

### Timeline

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

### Person(s) Responsible

Principal, Counselor, Drop Out Prevention Coordinator and Secretary

### Proposed Expenditures for this Strategy/Activity

#### Description

No Impact on Budget

### Strategy/Activity 3

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

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

All Students

### Timeline

2021-2022

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

#### Description

No additional funding requirements.

### Strategy/Activity 4

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

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2021-2022

## Person(s) Responsible

Principal, Teachers, School Secretary

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	12715.16
<b>Source</b>	Comprehensive Support and Improvement (CSI)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Create a wellness center for students who have anxiety and other mental issues.

## Strategy/Activity 5

4e- Collaborate with Riverside County Department of Mental Health and develop a mentoring program to participate in Individual Prevention Services for students who exhibit at risk behaviors for substance abuse or are caught violating campus substance abuse policies

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2021-2022 School Year

## Person(s) Responsible

Principal, Teachers, and Counselor

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	65988.92
<b>Source</b>	Comprehensive Support and Improvement (CSI)
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Bring in a mentoring program, ACE Mentoring through zoom. Purchase technology to provide the mentoring program through Zoom.

## Strategy/Activity 6

TPCHS 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**

<b>Amount</b>	3000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives for Positive Behavior and Attendance.

**Strategy/Activity 7**

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

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

All Students

**Timeline**

On-Going

**Person(s) Responsible**

Principal, Teachers, Secretary, and Parents.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide programs, flyers, websites, electronic newsletters, apps, texting features

**Strategy/Activity 8**

Continue with Student Welcome Center for 20201-2022

**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.

**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**

**Amount**

1000.00

**Source**

Comprehensive Support and Improvement (CSI)

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Tracks students behaviors and gives them access to different privilege's SSICA



# 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 11th graders to improve CAASPP levels in order to meet state targets.

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

All students, including EL Students

### Timeline

On-Going

### Person(s) Responsible

Principal, Teachers, Counselor, and EL Coordinators

### Proposed Expenditures for this Strategy/Activity

#### Description

- No 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

<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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

<b>Description</b>	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

<b>Description</b>	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**

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

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Lexile	Improve each students Lexile by 50 points each quarter.	We were not able to administer the test due to virtual learning

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School-Wide Writing Program and School-Wide Instructional Strategy for ELA.	Due to School Closures and the Pandemic we were not able to begin a new School-Wide Writing Program.	No Impact to Budget	1a- No impact to site budget.
Providing training and coaching for Corrective Reading to allow students including English Learners to increase their reading abilities	Provided training and coaching for Corrective Reading to allow students including English Learners to increase their reading abilities	No Impact to Budget	1b No impact to budget
Ensure the use of first/best instruction practices.	Through Training, we ensured the use of first/best instructional practices. All of the instructional practices were focused on technology during the pandemic.	None Specified Other	Purchase of Science Kits and math kits 4000-4999: Books And Supplies Title I 10801.50
Utilize pretest, Lexile, and other post-tests to identify areas of deficiency in student achievement.	Due to pandemic we were not able to utilize pretest, Lexile, and other post-tests to identify areas of deficiency in student achievement.	1e- No impact to site budget.	1e- No impact to site budget.
Targeted intervention strategies for targeted students, including English Learners currently placed in Standard Not Met achievement levels.	Targeted intervention strategies for targeted students, including English Learners currently placed in Standard Not Met achievement levels occurred.	No Impact to our Budget	None Specified None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use technology for progress reports, best instruction, and student engagement.	The use of technology for progress reports, best instruction, and student engagement occurred, but with no impact to our budget	Supplemental Technology 4000-4999: Books And Supplies Title I 500.00	Supplemental Technology 4000-4999: Books And Supplies Title I 0
Conduct a beginning, middle, and end survey regarding what their post graduation goals consist of.	Due to the pandemic we did not conduct a beginning, middle, and end survey regarding what their post graduation goals consist of.	No impact to budget.	No Impact to budget

## Analysis

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

We were able to implement some of the strategies/activities, but due to the pandemic were were not able to achieve all of the actions that were stated above.

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

We were able to obtain trainings from the district to achieve first, best, instructional practices during our three quarters that were virtual. We used technology to achieve these practices which focused on student engagement, best instruction and communication with the students and parents. We were able to share progress reports with family, students, and staff throughout the year.

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

Technology that was used during this school closure was purchased by the district . We purchased Science lab kits,math interventions, and manipulatives for our students.

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

No changes are needed.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Overall Score for Grade 11 EL Students	English Learner student will graduate	One EL student who was a level 1 did not graduate during the 2020-2021 School year, the rest of the proposed student graduated.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with District EL coordinator on a monthly basis to ensure that we are providing optimum 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.	Collaboration with District EL coordinator on a monthly basis to ensure that we are providing optimum serves to our English Learners.Kept faculty up to date with changes in law, trends, and Common Core initiatives as they relate to EL was done throughout the year.	No additional funding required.	
Additional focus on data analysis for EL students. Utilize data to pinpoint deficiencies in student skill level and respond with appropriate interventions.	During the year, additional focus on data analysis for EL students and utilization of data to pinpoint deficiencies in student skill level and respond with appropriate interventions was conducted.	No additional funding required.	
Ensure focus on TPCS SLOs with ELL's and ensure that the cohort meets all expectations for becoming better workers, learners, and community members. Extra focus applied to the learning goal so they can improve	The staff ensured focus on TPCS SLOs with ELL's and ensured that the cohort meets all expectations for becoming better workers, learners, and community members. The Extra focus applied to the learning goal was	No additional funding required.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
performance across all subjects.	suspended due to the pandemic.		
Need for deliberate implementation of SDAIE strategies into lesson design and academics.	Deliberate implementation of SDAIE strategies into lesson design and academics was provided during the online learning portion of the school year. UDL was provided by the district along with ELD strategies to make the lesson design strategies more meaningful and interactive.	No additional funding required.	
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.	Teachers used supplemental materials to reinforce core concepts. Materials were utilized in text, multimedia, and project based enhancements to help students access the core content.	- No additional funding required.	
Provide staff development opportunities to train teachers in SDAIE teaching strategies to improve first/best instruction.	District provided staff development opportunities to train teachers in SDAIE teaching strategies to improve first/best instruction.	No additional funding required.	
Educational enrichment field trips for all students in particular EL students to visit colleges, museums, science centers, and the like to expose students to resources and opportunities outside of our community.	Due to the closure of the school, Educational enrichment from outside areas was suspended during this year.	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 0

## Analysis

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

Due to the pandemic and school closure most of the strategies and activities in this goal were focused towards the online learning and how to support the students while online.



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

Teacher were given numerous online trainings to assist them with online learning and how to keep the students engaged during online learning. Student benefited from these strategies, which assisted with the reaching their goal of graduation

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

We were not able to use the budgeted amount on field trips 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 these goals, with the change of focusing on our science curriculum and using actual hands on activities to meet the needs of all our students, but especially the EL students

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DashBoard Annual Suspension Rate	5% or less of students will be suspended at least once	Due to the Pandemic this we had no suspensions during the 2020-2021 school year.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize PBIS/MTSS to minimize class suspensions and increase access to instruction for all students.	Our site was not able to utilize the PBIS/MTSS to minimize class suspensions and increase access to instruction for all students.	No additional funding other than what exists in current budget for teaching staff. Centralized funding may support this process in certain cases.	Clear backpacks were purchased to minimize class suspensions by deterring contraband on campus and providing students with all of the supplies they need for their classes in these back packs. 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 1705.26
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..	We were not able to monitor the number of office referrals with the goal of minimizing them to no more than two a week, due to school closure. Provide teachers with training in MTSS was limited due to school closure. The district did Emphasize well-organized lesson design and gave support to the teacher through trainings.	No impact to site or district budget.	
First-best instruction practices and evidence of PBIS will serve as a primary focus area for observation.	First-best instruction practices and evidence of PBIS will serve as a primary focus area for	No impact to site budget.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	observation was not done due to school closure		
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.	No summative assessments scores were collected due to school closure	No impact to budget.	
implement the strategies learned at the CCEA Conference	Due to pandemic the CCEA Conference was postponed until next Spring	Supplemental staff training. 4000-4999: Books And Supplies Title I 5000.00	None Specified Other 0
		None Specified Other	0

## Analysis

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

PBIS/MTSS Goals were altered due to school closure. Staff applied PBIS to online learning, but the goals established in the SPSA were not met due to the pandemic.

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

Due to school closure the overall effectiveness of this goal was not able to be implemented or measured.

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

We allotted money for our annual continuation school conference and it was postponed until the next Spring, so that money was not used. We did purchase clear backpacks and supplies to provide to each student when they attended class in person during fourth quarter.

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 all of these goals for next year and implement new strategies to reduce our referral and suspension rates.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## 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 per year	Due to School Closure from the pandemic the community events could not be conducted.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of MTSS behavioral model. Work as a staff to constantly update intervention and teaching strategies that accomplish this goal.	Due to school Closure this action was not accomplished.	No additional funding requirements.	None Specified Other
Increased use of discipline strategies such as detention, school based community service, study hall, and other proactive interventions to correct student behavior.	Due to school closure the strategies and interventions could not be implemented except during the 4th quarter. To monitor these strategies a computer based data system was implemented throughout the school, SSICA.	No additional funding requirements.	SSICA - SCAN STUDENT IDENTIFICATION CARD AUTHORIZATION 5000-5999: Services And Other Operating Expenditures Title I 815.63
Collaboration with local law enforcement authorities to ensure enforcement of local truancy and juvenile infraction notices as part of MTSS	Due to school closure the collaboration with law enforcement to enforce truancy and juvenile infractions could not be implemented	No additional funding requirements.	
Monitor participation in 6th period remediation and provide students with instructional and moral support to accomplish learning goals and convey	Due to school closure 6th period remediation was not conducted.	No additional funding required.	Smart TV's for use with our Telemetry Announcement Software 4000-4999: Books And Supplies Title I 1944.44

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the message that we care about their success.			
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	Due to school closure and Mental Health Department Closures the collaboration had to be postponed until the 2021-22 school year. Projectors and Zoom Cameras were purchased in preparation for the mentoring program via Zoom	No additional funding requirements.	Projectors, projector screens, and zoom cameras 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 14388.92
TPCS 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.	Due to a school closure incentives for positive behavior and Scorpion Stingers were limited to mailed awards, so we were not able to recognize all of the student achievements. We did pilot the SSICA program during the 4th quarter to help us manage the incentive activities.	Incentives for Positive Behavior and Attendance. 4000-4999: Books And Supplies Title I 1500.00	Incentives for Positive Behavior and attendance 4000-4999: Books And Supplies Title I 0
4h- Provide parent involvement opportunities to improve student achievement. Accomplished through workshops, training opportunities, Site Council, and PTO.	Due to school closure we were not able to provide parent involvement opportunities in person and the opportunities online were poorly attended.	Electronic Marquee 6000-6999: Capital Outlay Title I 19,000.00	0
Continue with Student Welcome Center for 2020-2021	Due to school Closure this was not continued.	- No funding required.	
Work with teachers to develop a list of eligible and ineligible students based on established performance indicators. Review weekly	Due to school closure we were not able to work together to make a list of eligible and ineligible students.	No additional burden to site budget.	

## Analysis

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

Community collaboration was minimal during this school year due to school closures resulting from the pandemic.

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

Due to the school closure the overall effectiveness of the community collaboration could not be measured.

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

We were unable to purchase a marquee to promote school spirit and provide information to the community because it did not fit under the Title 1 allotment. Projectors and equipment was purchased to provide mental health services to our students through the zoom platform. We also purchased SSICA, Poster Maker, and Announcement Equipment for student engagement, mental health services, promoting programs and systems, and to monitor student performance and incentives.

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 these goals into the 2021-2022 school Year.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

To increase the graduation rate

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate status on the State Dashboard in 2019	Raise our graduation rate by 1%	Due to the pandemic, the Graduation Rate Status on the State Dashboard was not available.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be given a four year plan for Twin Palms that lays out the 160 credits that the student will need during our intake meeting	This was created by our counselor and used by the entire staff and students family.	No Impact to budget	
Counselor and school secretary will consistently monitor transcripts and inform students of deficiencies or other threats that will inhibit their ability to graduate.	This was done periodically throughout the year and an SST was conducted when deficiencies were discovered.	No additional funding necessary	
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.	Due to the pandemic the CAASPP was not administered during the 2020-2021 School Year.	- No additional funding necessary	
Continue to implement Senior Project class to help students plan for entry-level opportunities after high school. Includes career exploration, resume development, community service requirements, exit interviews, and other exercises and projects	Continued 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	Career Cruising Website 5000-5999: Services And Other Operating Expenditures Title I 900.00	Career Cruising Renewal 5000-5999: Services And Other Operating Expenditures Title I 899.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
pertinent to early adulthood. Builds excitement for graduation and contributes to the state graduation rate goal.	pertinent to early adulthood. Built excitement for graduation and contributed to the state graduation rate goal.		
Career counseling to excite and motivate students toward graduation and inform them about opportunities for those who hold diplomas. Also participation in vocational education programs through our local Community College, that will allow students to earn high school credit for graduation and acquire vocational skills that will benefit their career development.	Due to the pandemic, career counseling was the only action plan that was conducted. The community college action was not feasible due to the school closure.	No site funding required.	
- Continue to improve the effectiveness on-line learning platforms.	Continued to improve the effectiveness on-line learning platforms was conducted.	No site funding required.	
Participate in career days, college presentations, armed forces presentations, and the like to get students excited about graduation and improve rates.	Due to the pandemic and school closure this action was not conducted.	College & Career Readiness Field Trips 5000-5999: Services And Other Operating Expenditures Title I 4100.00	5000-5999: Services And Other Operating Expenditures Title I 0

## Analysis

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

Monitoring of the graduation status was conducted throughout the year with interventions implemented when needed. Online platforms were improved and used throughout the year to meet the needs of our students and staff through this pandemic and online learning. The rest of the actions to support the goal were not conducted due to the closure of the school.

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

Monitoring the graduation status and implementing interventions allowed us to intervene and graduate students who were on the track to fail. Students and staff became more proficient with online programs throughout the year.

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

Money allotted for fieldtrips were not used due to the school closure and 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 keep the goals and use them for the 2021-22 school year.

# 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	31192.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	163,198.92

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	31192.00	1,595.76
Comprehensive Support and Improvement (CSI)	196395.84	64,793.16

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	131,602.68
Title I	29,596.24
Title I Part A: Allocation	2,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	53,542.44
5000-5999: Services And Other Operating Expenditures	73,988.92
5800: Professional/Consulting Services And Operating Expenditures	35,667.56

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	29,946.20
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	65,988.92
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	35,667.56
4000-4999: Books And Supplies	Title I	21,596.24
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 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
Narciso Pedroza	Classroom Teacher
Ryan Pence	Classroom Teacher
Robert Grady	Parent or Community Member
Joneice King	Secondary Student
Mary Hernandez	Other School Staff
Octiva Joshua	Parent or Community Member
Julian Bambridge	Secondary Student
Mike Cahill	Parent or Community Member
Regina Gonzalez	Classroom Teacher
Ariel Tennefos	Classroom Teacher
Ryan Pence	Classroom Teacher
Raiden Ruiz	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 05-11-2022.

Attested:



Principal, Judy Browder on 05-11-2022



SSC Chairperson, Robert Grady on 05-11-2022