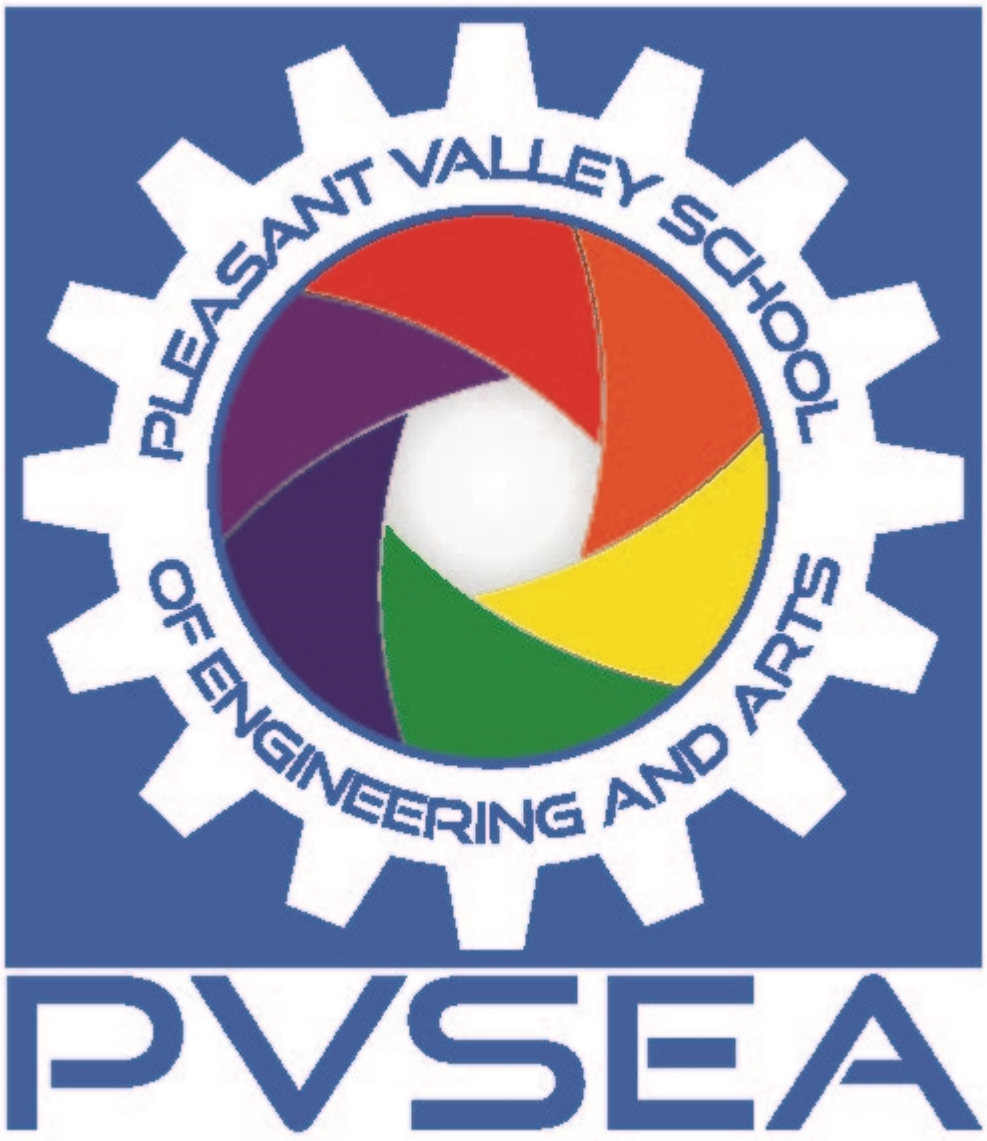
School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pleasant Valley School of Engineering and Arts	56-72553-6055412	December 19, 2019	January 13, 2020

Purpose and Description

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

Schoolwide Program

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

PVSEAs goals and actions are aligned with the district LCAP and federal addendum.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

PVSEA employs a number of surveys in order to gather input and establish goals. The California Healthy Kids Survey is provided to students in grades 5 and 7 as well as to all staff members and parents on a biannual basis. Parent input is solicited through PTA meetings, SSC meetings, ELAC meetings and through LCAP district surveys. Additionally, a Comprehensive Needs Assessment Survey was administered at the school site in the 2018-19 school year to provide information in developing the 2019-20 SPSA.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted in accordance with procedures outlined in article VIII of the Collective Bargaining Agreement between the Pleasant Valley School District and the Pleasant Valley Education Association. Observations consist of walk-through observations and formal observations throughout the school year utilizing negotiated protocols based on the California Standards for the Teaching Profession (CSTPs). Prior to being observed, teachers develop two goals based on the CSTPs and site principals develop a third teacher goal. The goals are reviewed at a goal setting conference. Temporary or probationary teachers are evaluated yearly, being observed three times throughout the school year. Permanent teachers are evaluated on a bi-annual basis. The evaluation process culminates with a summative evaluation conference.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in Mathematics and Language Arts (CAASPP,ELPAC, benchmarks, FastBridge, and Fountas and Pinnell) are analyzed to identify the school's focus for the upcoming school year. These data are disaggregated by subgroups. District and grade level pacing calendars, state frameworks, Common Core State Standards, and Next Generation Science Standards are used as planning guides. State and local assessment data is warehoused in Q and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching toward the goal of improved student achievement. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in site-based and district-wide grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

The California Dashboard provides additional data points that inform practice based on the state priorities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All school sites analyze summative CAASPP data at the beginning of each school year, focusing on claims in need of additional attention. While this analysis is informative, the greatest level of traction comes from the analysis of formative assessments. The district utilizes a Universal Screener to identify students in need of support. Additionally, grade level leaders develop or select assessments in order to gain a more frequent lens into student progress. The district has developed English Learner Progress Monitoring Assessments for teachers to gain information about the language acquisition trajectory of the English Learners. Each school site was provided with three data days for teams to come together to discuss various data points and to share instructional practices based on the analysis of data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

96% of Pleasant Valley School of Engineering & Arts certificated staff meet the requirements for highly qualified teacher as defined by ESEA. One teacher is on a Short Term Staff Permit but has completed all credentialing requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

96% of PVSEA teachers hold a full credential. One teacher is serving on a Short Term Staff Permit, but has completed the credential requirements.. Professional development is based on a model of continuous improvement. It is informed by teacher surveys, principal observation, student achievement data, and by examining ways to best support the planning, instruction, and assessment of California State Standards and adopted curricula.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is comprehensive throughout the district. It is designed to support identified student and teacher needs. The identified needs are the result of a thorough analysis of CAASPP results, district assessments, and principal observations. The Educational Services department develops a district staff development plan for the year focusing on needed areas of training and support. Throughout the year teachers are provided with opportunities to attend professional development events purveyed by various providers such as the County Office of Education.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides teacher induction mentors for probationary teachers. The mentors work with teachers on the California Standards for the Teaching Profession and their direct application to their classrooms. Other content experts and instructional coaches who provide instructional assistance and support for teachers include Teachers on Special Assignment (Reading Specialists and an ELD coordinator). They support site teachers by offering model lessons, access to resources, sharing of best practices, and providing professional development opportunities.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Punctuating the importance of grade level collaboration, PVSD provides teachers with a common planning time for teachers in grades TK-5 every Thursday and on Friday for teachers in grades 6-8. Grade level meetings provide an avenue for grade level collaboration across the district. With the recent training of all teachers in Professional Learning Communities, the staff meeting structure has been redesigned to provide all teachers with PLC time once a month. Additionally, in the 2019-2020 school year, all schools were provided with time for data discussions by grade level/content area.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pleasant Valley School District's core curriculum is based on the California State Standards. A comprehensively aligned instructional program that consists of assessments, instructional materials, and professional development supports it. Each grade level has pacing calendars, guides, and benchmark assessments that are refined each year by a team of grader level teacher leaders. Using multiple data sources, student progress is analyzed to determine student needs for instructional planning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Pleasant Valley School of Engineering and Arts follows the California requirements for instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers utilize pacing guides and calendars developed by district grade level committees to assist in their instructional planning. Benchmark assessments are administered in English Language Arts and Mathematics in order to assess skills after they are taught. Additional instruction is provided to students not meeting targets. Instruction is individualized to ensure that each student excels at the appropriate level in order to attain proficiency over grade level standards. The district has developed a primary hour model that provides targeted intervention based on formative assessments in ELA for students in 1st through 3rd grade. Reading intervention teachers work with students who need additional reading support, and they provided a direct coaching model for teachers based on evidence-based practices. All school sites are allotted funds to provide after school or lunch time tutoring or homework help.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are purchased for all students with each curricular adoption. Teachers serve on textbook committees to identify needs of students requiring language support, intervention, and/or enrichment. Based on identified needs supplementary materials may be purchased to help students meet academic standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers utilize California SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Under-performing students are provided with additional support to assist students in meeting grade level standards. After school tutoring is provided for literacy and mathematics support through Primary Hour for students in grades 1-3, three days a week. Title 1 resource teachers provide small group math and reading support for students with identified need at Title 1 funded schools.

The following list is a sample of services provided;

- Collaborative Success Team
- Counselors
- Before/After school intervention programs
- English Language Support
- Summer Programs
- SARB School Attendance Review Board
- Differentiated Instruction

Evidence-based educational practices to raise student achievement

The following is a list of research-based educational practices that we implement in order to raise student achievement: ELD/GLADD instructional strategies--using visuals, sentence frames, graphic organizers and other supports to make learning accessible to our English Learners

- Daily 5 Literacy Model--conferring with students while providing student choice in reading strategies they use
- Daily 3 (small group math instructional model)
- Writer's Workshop--small group instruction with mini-lessons centered around small, digestible writing concepts.
- Flexible Grouping--providing students with variety of homogeneous and heterogeneous groups of students to work and collaborate with
- PLC--Professional Learning Communities: structure teacher collaboration time to allow teachers to make instructional decisions based on student data
- Teachers recently received Cognitively Guided Math Instruction training to increase student's conceptual understanding of math and to increase number sense
- Teachers are exploring Universal Design for Learning to provide students with equitable access and choice in demonstrating mastery. And

faculty was trained in the use of Restorative Practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family, school, district, and community resources available to assist under-achieving students include: The Parent Project (facilitated by the Camarillo Police Department), Triple P Parenting Classes, The Family Literacy Project, Boys & Girls Club homework support, Camarillo library homework support, Interface Family Services, School Resource Officer, school counselors, Student Attendance Review Board, reading specialists, after school math support at school sites, primary hour, and a variety of clubs and sports to increase student connectedness.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through participation in School Site Councils, English Language Acquisition Committee meetings, and advisory meetings, stakeholders are involved in the planning, implementation, and evaluation of consolidated application programs.

Funding

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

The following services are provided using District and Site funding to support students:

English Learners (EL) When the Home Language Survey indicates that a language other than English is spoken by a student the English Language Proficiency Assessments for California (ELPAC) is used as a part of multiple measures to determine language proficiency. Students' dominant native language is also assessed and evaluated for proficiency. Students identified as English learners (EL) are offered the following services with core and supplementary materials as appropriate: Integrated and Designated English Language Development (ELD). All EL students are assessed annually each spring on the English Language Proficiency Assessments for California (ELPAC) and on locally designed trimester ELD assessments and other measures during the year. Parents from each site with minimum required numbers are represented on the site English Learner Advisory Committee (ELAC) and at the District level on the District English Learner Advisory Committee (DELAC).

Special Education The following is a brief overview of special education programs currently operating in PVSD. There may be other services provided to a specific student which are not listed, and other services could be added should there be a need. All schools in the Pleasant Valley School District offer the following services:

- Resource Specialist Program - for students with mild to moderate disabilities who have significant delays in language arts and/or mathematics - services may be “pull-out” where students receive intensive intervention in the resource room or “push-in” where students are supported in the general education classroom by either the resource specialist or an instructional assistant. The decision as to nature of services is made by the IEP team on an individual basis according to student need. RSP students may require accommodations for their disabilities in the general education classroom but not modification of the curriculum - RSP students typically receive services on a daily basis
- Speech and Language: Students with significant delays in either speech or language are typically seen on a pull-out basis in a small group. Most students who receive Speech and Language services are in the general education program for the majority of the day; however, some special day class students (see below) also receive speech and/or language.
- Occupational Therapy: for students with an IEP who have significant difficulties in either fine or gross motor skills and this deficit inhibits their educational access - services may be provided on a pull-out and/or push-in model depending upon the student's needs. The frequency and duration of services varies widely depending upon individual student need
- Adapted Physical Education: is for students with an IEP who are unable to benefit from a regular or modified regular education PE program due to delays in gross motor development

Other DIS Services include services such as: specialized health care plans for students with significant health problems; physical therapy for students with severe orthopedic impairments; counseling for students with emotional disturbance; and vision therapy. Braille transcriptions, orientation and mobility for students with significant loss of vision are provided when specified on the IEP. Inclusion Services are for students with severe disabilities (autism, intellectual disability, orthopedic handicaps, etc.) who are placed in general education classrooms and require significant modifications of the curriculum for the majority of the school day. The specific services offered will vary depending upon the needs of the student.

Some schools in PVSD also have Special Day Class (SDC) or Learning Center programs on site. These programs serve students with moderate to severe disabilities whose educational needs are such that they cannot be met entirely in a general education classroom. All of these students are

integrated for lunch, recess, and special activities, and many of are mainstreamed into general education classes for a portion of the day.

The following special programs are currently provided in PVSD:

- Camarillo Heights School: Three special day classes primarily for students with significant speech and language delays or autism. These classes are visually structured utilizing best practices for students with autism or autistic-like characteristics. There is a sensory component built into the day with a sensory lab and tools.
- Dos Caminos School: Special day classes for students in grades K-2 with a wide variety of disabilities. The focus is building academic skills while teaching California content standards. There is also a focus on mainstreaming into the general education classroom during instructional time that meets individual student needs.
- Tierra Linda -Two special day classes (gr. K-5) for students with an emotional disability. These classes are SELPA serving classes to which other districts in central Ventura County can refer students. The classes are behaviorally structured and currently have the support of a mental health clinician for counseling services.
- Rancho Rosal - Special day classes for students in grades 3-5 with a wide variety of disabilities. The focus is building academic skills while teaching California content standards. There is also a focus on mainstreaming into the general education classroom during instructional time that meets individual student needs.
- Middle Schools - Special day class students are typically returned to their home comprehensive middle school for grades 6-8. Las Colinas, and Monte Vista offer a departmentalized program that enables students to take a combination of general education and special education classes, depending upon the individual needs of the student. Almost all students take general education P.E. and an elective. Many RSP students take directed studies (a special education class that provides extra support for their general education classes) in lieu of an elective. Monte Vista also has an enhanced class for students with emotional difficulties as well as a visually structured class for students with autism. Las Colinas has a program for students needing instruction in functional skills.
- Ventura County Superintendent of Schools Office (VCSSO) SDC classes - students with severe disabilities may be enrolled in classes operated by the VCSSO . Whenever possible these students are enrolled in programs housed in PVSD schools. Most of the preschool students in this program are served in classes at the Pleasant Valley School of Engineering and Arts site where PVSD operates and special education preschool. Most elementary age students in the program are currently in classes at La Mariposa School, and most middle school students in the program are in the county class at Las Colinas School.
- Preschool Students - PVSD is responsible for serving 3 and 4 year-old students with disabilities who reside in the district attendance area. Preschoolers with difficulties in articulation are normally served by the speech and language specialist at their home school. Preschool students with mild to moderate delays in language or cognitive development usually attend the Preschool Early Education Program (PEEP) at Pleasant Valley School of Engineering and Arts while those with severe delays are often placed in the VCSSO classes at that site (see above).

Title I, A - Title I, Part A, Basic Grant, is a federal categorical program. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. Pleasant Valley School District has three schools identified as Title I: Dos Caminos, Las Posas, and Pleasant Valley School of Engineering and Arts. All schools transitioned to schoolwide Title

programming for the 2019-2020 school year.

Through the low performing student block grant. Schools can refer low-performing students to the district summer program. Additionally, the grant funds curriculum and sections for reading intervention at the comprehensive middle schools.

Fiscal support (EPC)

The Pleasant Valley School District receives funding in accordance with the California Local Control Funding Formula (LCFF). The district does not meet the threshold for concentrated LCFF funding, but does receive supplemental funds to address the needs of socioeconomically disadvantaged students, Services provided through supplemental funds are provided in proportion to the unduplicated students percentage. English Learners, Foster Youth and Homeless Youth. In accordance with ESSA, the district receives Title I, Title III, and Title IV funds.

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 School Site Council met on December 5, 2019 to review, discuss, plan and amend the SPSA. The SSC met again on December 19, 2019 to approve the SPSA. The SSC will meet throughout the school year to review, adjust, and ensure compliance with the SPSA. The SPSA was presented to members of PTA and ELAC during the month of December 2019.

Resource Inequities

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

PVSEA has a combination of veteran teachers and newer teachers. This combination melds the best of two worlds: established practice and experiences AND cutting edge research based practice. There is one teacher on a Short Term Staff Permit thereby defined as ineffective / inexperienced by ESSA. Teacher has completed all credentialing requirements.
Teacher instructional assistants in kindergarten: Many PVSEA students enter kindergarten without PK or TK experience, and the Instructional Assistants help support this first educational experience.
Math and After School Interventions for fourth, fifth an 6th grades: The level of mathematics rigor increases exponentially in fourth grade. Math supports and intervention are already offered for 7th and 8th grades in the Elective Wheel. After School Intervention ensures all 4th through 8th grade students receive support.
Youth Cinema Project: The elective spans three grade levels (6th-8th). Students are hand-selected with the intent to re-engage them in their academic careers, specifically in the areas of reading and writing.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.44%	0.2%	1	2	1
African American	4.7%	4.87%	3.62%	21	22	18
Asian	5.6%	5.97%	5.84%	25	27	29
Filipino	2.9%	2.88%	2.82%	13	13	14
Hispanic/Latino	59.4%	57.08%	60.97%	265	258	303
Pacific Islander	0.5%	0.44%	0.2%	2	2	1
White	22.2%	22.12%	20.93%	99	100	104
Multiple/No Response	%	%	%			
	Total Enrollment			446	452	497

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	65	46	76
Grade 1	60	64	52
Grade 2	49	63	63
Grade3	49	50	68
Grade 4	48	48	53
Grade 5	65	48	48
Grade 6	40	55	50
Grade 7	44	35	55
Grade 8	26	43	32
Total Enrollment	446	452	497

Conclusions based on this data:

1. Total student enrollment continues to grow significantly (increase of 45 students from 2017-18 to 2018-19 and another increase of 62 students 2018-19 to 2019-20). Student enrollment increases are directly related to PVSEA's continued focus to improve its academic program, ensure Excellence for All, and market its brand so as to attract new families and not lose students to intra-district transfer.
2. PVSEA's Hispanic population continues to be the fastest growing student group making up 61% of our student population (an increase of 4% from 2017-18 to 2018-19).

3. PVSEA's enrollment growth and student retention has been across all grades with a major focus in the elementary grade levels.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	115	118	138	25.8%	26.1%	27.8%
Fluent English Proficient (FEP)	28	33	38	6.3%	7.3%	7.6%
Reclassified Fluent English Proficient (RFEP)	2	14	11	1.8%	12.2%	9.3%

Conclusions based on this data:

1. English Learners make up approximately 28% of PVSEA's student enrollment and increased by nearly 2%.
2. PVSEAs reclassification numbers decreased by 3%. This was due to a major focus placed on reclassifying students who were meeting the district's reclassified requirements in 17-18 school year. PVSEAs percentage of RFEP students is still significantly high at 9%.
3. PVSEA's RFEP success is linked to teachers continuing to provide high quality Integrated and Designated ELD lessons to consistently support our ELs with language development.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	51	67	46	51	67	46	51	67	95.8	100	100
Grade 4	48	49	55	48	49	55	48	49	55	100	100	100
Grade 5	62	50	50	61	50	50	61	50	50	98.4	100	100
Grade 6	42	52	50	42	52	50	42	52	50	100	100	100
Grade 7	47	37	60	46	37	60	46	37	60	97.9	100	100
Grade 8	29	38	31	29	38	31	29	38	31	100	100	100
All	276	277	313	272	277	313	272	277	313	98.6	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2395.	2441.	2446.	8.70	31.37	35.82	21.74	31.37	23.88	32.61	15.69	17.91	36.96	21.57	22.39
Grade 4	2461.	2496.	2511.	18.75	40.82	41.82	31.25	16.33	30.91	16.67	24.49	18.18	33.33	18.37	9.09
Grade 5	2515.	2513.	2535.	26.23	24.00	34.00	31.15	32.00	34.00	19.67	20.00	14.00	22.95	24.00	18.00
Grade 6	2518.	2518.	2517.	16.67	9.62	20.00	30.95	38.46	22.00	23.81	30.77	28.00	28.57	21.15	30.00
Grade 7	2523.	2551.	2537.	4.35	13.51	10.00	36.96	43.24	40.00	19.57	27.03	20.00	39.13	16.22	30.00
Grade 8	2580.	2549.	2619.	17.24	5.26	22.58	37.93	39.47	54.84	37.93	26.32	22.58	6.90	28.95	0.00
All Grades	N/A	N/A	N/A	15.81	21.66	27.80	31.25	32.85	32.59	23.90	23.83	19.81	29.04	21.66	19.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.04	27.45	31.34	43.48	45.10	44.78	43.48	27.45	23.88
Grade 4	18.75	28.57	45.45	54.17	55.10	40.00	27.08	16.33	14.55
Grade 5	27.87	30.00	36.00	44.26	50.00	52.00	27.87	20.00	12.00
Grade 6	23.81	19.23	22.00	45.24	40.38	40.00	30.95	40.38	38.00
Grade 7	10.87	21.62	20.00	50.00	48.65	35.00	39.13	29.73	45.00
Grade 8	24.14	13.16	41.94	62.07	55.26	51.61	13.79	31.58	6.45
All Grades	19.85	23.83	31.95	48.90	48.74	43.13	31.25	27.44	24.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.04	17.65	29.85	50.00	52.94	46.27	36.96	29.41	23.88
Grade 4	22.92	38.78	27.27	50.00	44.90	63.64	27.08	16.33	9.09
Grade 5	37.70	26.00	42.00	45.90	54.00	42.00	16.39	20.00	16.00
Grade 6	26.19	17.31	20.00	42.86	59.62	52.00	30.95	23.08	28.00
Grade 7	13.04	21.62	26.67	60.87	59.46	56.67	26.09	18.92	16.67
Grade 8	24.14	13.16	22.58	65.52	63.16	70.97	10.34	23.68	6.45
All Grades	23.53	22.74	28.43	51.47	55.23	53.99	25.00	22.02	17.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.52	25.49	26.87	63.04	70.59	67.16	30.43	3.92	5.97
Grade 4	14.58	26.53	36.36	60.42	63.27	56.36	25.00	10.20	7.27
Grade 5	19.67	24.00	20.00	65.57	56.00	68.00	14.75	20.00	12.00
Grade 6	19.05	7.69	16.00	57.14	71.15	62.00	23.81	21.15	22.00
Grade 7	6.52	2.70	10.00	65.22	75.68	65.00	28.26	21.62	25.00
Grade 8	17.24	5.26	12.90	72.41	81.58	83.87	10.34	13.16	3.23
All Grades	13.97	16.25	21.09	63.60	68.95	65.81	22.43	14.80	13.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.52	49.02	29.85	54.35	35.29	47.76	39.13	15.69	22.39
Grade 4	20.83	26.53	32.73	56.25	59.18	56.36	22.92	14.29	10.91
Grade 5	32.79	36.00	34.00	44.26	44.00	48.00	22.95	20.00	18.00
Grade 6	23.81	21.15	24.00	52.38	63.46	52.00	23.81	15.38	24.00
Grade 7	28.26	24.32	21.67	47.83	54.05	48.33	23.91	21.62	30.00
Grade 8	27.59	26.32	48.39	55.17	52.63	38.71	17.24	21.05	12.90
All Grades	23.53	31.05	30.35	51.10	51.26	49.20	25.37	17.69	20.45

Conclusions based on this data:

1. Sixty one percent of PVSEA students tested met or exceeded standards on the ELA CAASPP which is a six percent increase.
2. Twenty percent nearly met standards n the ELA CAASPP which is a 4 percent decrease from the previous year. Twenty percent did not meet standards on the ELA CAASPP which is a two percent decrease from the previous year.
3. School-wide data demonstrates that number of students exceeding, at or near in three of four domains increased: reading (75%, up 2%), listening (87%, up 2%), and writing, (82%, up 4%). Research & inquiry (79%, down 3%) decreased and is the weakest domain in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	51	67	46	51	67	46	51	67	95.8	100	100
Grade 4	48	49	55	48	49	55	48	49	55	100	100	100
Grade 5	62	50	50	61	50	50	61	50	50	98.4	100	100
Grade 6	42	52	50	42	52	50	42	52	50	100	100	100
Grade 7	47	37	60	47	37	60	47	37	60	100	100	100
Grade 8	29	38	31	29	38	31	29	38	31	100	100	100
All	276	277	313	273	277	313	273	277	313	98.9	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2453.	2449.	4.35	21.57	26.87	30.43	45.10	32.84	41.30	15.69	14.93	23.91	17.65	25.37
Grade 4	2469.	2491.	2517.	12.50	26.53	38.18	29.17	30.61	23.64	43.75	30.61	32.73	14.58	12.24	5.45
Grade 5	2476.	2510.	2537.	8.20	16.00	38.00	21.31	28.00	20.00	29.51	32.00	28.00	40.98	24.00	14.00
Grade 6	2478.	2478.	2504.	7.14	5.77	18.00	21.43	15.38	12.00	30.95	36.54	34.00	40.48	42.31	36.00
Grade 7	2470.	2492.	2486.	0.00	5.41	3.33	17.02	13.51	21.67	25.53	37.84	25.00	57.45	43.24	50.00
Grade 8	2509.	2462.	2556.	6.90	2.63	19.35	10.34	13.16	12.90	37.93	15.79	35.48	44.83	68.42	32.26
All Grades	N/A	N/A	N/A	6.59	13.72	23.96	22.34	25.27	21.73	34.43	28.16	27.16	36.63	32.85	27.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.57	41.18	41.79	43.48	35.29	32.84	36.96	23.53	25.37
Grade 4	20.83	36.73	49.09	45.83	38.78	30.91	33.33	24.49	20.00
Grade 5	16.39	24.00	46.00	36.07	40.00	30.00	47.54	36.00	24.00
Grade 6	7.14	15.38	20.00	35.71	25.00	34.00	57.14	59.62	46.00
Grade 7	8.51	8.11	5.00	25.53	29.73	40.00	65.96	62.16	55.00
Grade 8	3.45	2.63	25.81	51.72	23.68	32.26	44.83	73.68	41.94
All Grades	13.55	22.74	31.63	38.83	32.49	33.55	47.62	44.77	34.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.22	31.37	34.33	54.35	49.02	44.78	30.43	19.61	20.90
Grade 4	10.42	22.45	40.00	64.58	59.18	41.82	25.00	18.37	18.18
Grade 5	9.84	18.00	32.00	37.70	54.00	42.00	52.46	28.00	26.00
Grade 6	11.90	5.77	16.00	40.48	48.08	44.00	47.62	46.15	40.00
Grade 7	6.38	8.11	5.00	34.04	56.76	43.33	59.57	35.14	51.67
Grade 8	10.34	10.53	22.58	55.17	34.21	51.61	34.48	55.26	25.81
All Grades	10.62	16.61	25.24	46.89	50.54	44.09	42.49	32.85	30.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.22	31.37	35.82	50.00	62.75	35.82	34.78	5.88	28.36
Grade 4	14.58	30.61	40.00	52.08	59.18	49.09	33.33	10.20	10.91
Grade 5	6.56	16.00	26.00	59.02	56.00	56.00	34.43	28.00	18.00
Grade 6	7.14	9.62	22.00	50.00	34.62	32.00	42.86	55.77	46.00
Grade 7	2.13	10.81	8.33	53.19	54.05	51.67	44.68	35.14	40.00
Grade 8	0.00	5.26	19.35	62.07	42.11	70.97	37.93	52.63	9.68
All Grades	8.06	18.05	25.88	54.21	51.62	47.28	37.73	30.32	26.84

Conclusions based on this data:

1. Forty six percent of PVSEA students tested met or exceeded standards in Mathematics CAASPP overall, which is a six percent increase.
2. Twenty seven percent of students tested nearly met standards in Mathematics CAASPP, which is a one percent decrease from the year prior. Twenty seven percent of students tested did not meet standards in Mathematics CAASPP, which is a five percent decrease from the year prior.
3. School-wide data demonstrates that the number of students exceeding, at or near in three of the three domains increased: Concepts and procedures (67%, up 12%), Problem solving (69%, up 1%), and communicating reasoning (73%, up 3%). Concepts & procedures (67%) domain is the weakest in Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1420.3	1424.6	1425.6	1438.6	1407.6	1391.9	16	21
Grade 1	1447.5	1459.9	1451.8	1469.9	1442.8	1449.4	21	20
Grade 2	1485.5	1482.5	1494.7	1484.0	1475.5	1480.5	15	23
Grade 3	1511.4	1467.3	1499.6	1464.9	1522.7	1469.1	14	12
Grade 4	1535.5	1529.9	1535.8	1502.8	1535.0	1556.6	17	12
Grade 5	1536.6	1558.7	1537.6	1553.6	1535.2	1563.2	14	12
Grade 6	1536.8	*	1540.0	*	1533.4	*	12	10
Grade 7	*	1554.9	*	1558.5	*	1550.7	*	15
Grade 8	*	*	*	*	*	*	*	*
All Grades							120	126

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.76	*	47.62	*	38.10	*	9.52	16	21
1	*	15.00	*	35.00	*	30.00	*	20.00	21	20
2	*	4.35	*	60.87	*	34.78		0.00	15	23
3	*	8.33	*	25.00	*	41.67	*	25.00	14	12
4	*	33.33	*	50.00	*	16.67		0.00	17	12
5	*	50.00	*	41.67	*	8.33		0.00	14	12
6	*	*	*	*	*	*	*	*	12	*
7	*	40.00		20.00		33.33		6.67	*	15
8	*	*	*	*	*	*		*	*	*
All Grades	39.17	18.25	35.83	43.65	14.17	30.16	10.83	7.94	120	126

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	42.86	*	33.33	*	9.52	16	21
1	52.38	30.00	*	45.00	*	15.00	*	10.00	21	20
2	*	17.39	*	60.87		21.74		0.00	15	23
3	*	8.33	*	41.67	*	41.67	*	8.33	14	12
4	70.59	41.67	*	41.67	*	16.67		0.00	17	12
5	*	75.00	*	16.67		8.33		0.00	14	12
6	*	*	*	*		*	*	*	12	*
7	*	53.33		33.33		13.33		0.00	*	15
8	*	*	*	*	*	*		*	*	*
All Grades	57.50	31.75	25.00	43.65	*	20.63	9.17	3.97	120	126

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.76	*	23.81	*	61.90	*	9.52	16	21
1	*	15.00	*	10.00	*	50.00	*	25.00	21	20
2	*	8.70	*	34.78	*	56.52	*	0.00	15	23
3	*	8.33	*	16.67	*	33.33	*	41.67	14	12
4	*	33.33	*	33.33	*	33.33	*	0.00	17	12
5	*	25.00	*	41.67	*	33.33	*	0.00	14	12
6		*	*	*	*	*	*	*	12	*
7		13.33	*	33.33	*	26.67		26.67	*	15
8	*	*	*	*		*	*	*	*	*
All Grades	22.50	12.70	35.83	25.40	24.17	47.62	17.50	14.29	120	126

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	85.71	*	0.00	16	21
1	57.14	60.00	*	25.00	*	15.00	21	20
2	*	39.13	*	60.87		0.00	15	23
3	*	8.33	*	83.33	*	8.33	14	12
4	*	33.33	*	66.67	*	0.00	17	12
5	*	16.67	*	83.33		0.00	14	12
6	*	*	*	*	*	*	12	*
7	*	26.67	*	53.33		20.00	*	15
All Grades	52.50	30.16	37.50	63.49	10.00	6.35	120	126

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.52	*	76.19	*	14.29	16	21
1	*	25.00	*	60.00	*	15.00	21	20
2	73.33	8.70	*	82.61		8.70	15	23
3	*	25.00	*	58.33	*	16.67	14	12
4	70.59	16.67	*	75.00		8.33	17	12
5	78.57	91.67	*	8.33		0.00	14	12
6	*	*	*	*	*	*	12	*
7	*	86.67		13.33		0.00	*	15
All Grades	60.83	36.51	32.50	54.76	*	8.73	120	126

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	100.00	*	0.00	16	21
1	*	15.00	*	40.00	*	45.00	21	20
2	*	0.00	*	91.30	*	8.70	15	23
3	*	0.00	*	50.00	*	50.00	14	12
4	*	33.33	70.59	58.33	*	8.33	17	12
5	*	16.67	*	83.33	*	0.00	14	12
6		*	*	*	*	*	12	*
7		13.33	*	40.00	*	46.67	*	15
8	*	*	*	*	*	*	*	*
All Grades	20.83	9.52	48.33	65.08	30.83	25.40	120	126

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	47.62	*	19.05	16	21
1	*	10.00	80.95	75.00	*	15.00	21	20
2	*	17.39	*	82.61	*	0.00	15	23
3	*	16.67	*	50.00	*	33.33	14	12
4	*	16.67	*	83.33	*	0.00	17	12
5	*	25.00	*	75.00		0.00	14	12
6	*	*	*	*	*	*	12	*
7		13.33	*	80.00		6.67	*	15
All Grades	32.50	17.46	60.00	73.02	*	9.52	120	126

Conclusions based on this data:

1. Students scoring at a Level 3 or 4 on the Overall Performance of the ELPAC decreased 13% (75% in 2017-18 to 62% in 2018-19).
2. An emphasis must be placed on designated and integrated ELD lessons focused on reading strategies.
3. PVSEA must continue to provide professional development on effective ways to provide designated and integrated ELD during the school day. PLC work must focus on what is going right in high achieving classrooms so as to improve practices offered in classrooms that are not seeing same results.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
497	**62.0**	**27.8**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	138	27.8
Foster Youth	1	0.2
Socioeconomically Disadvantaged	308	62.0
Students with Disabilities	54	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	3.6
American Indian	1	0.2
Asian	29	5.8
Filipino	14	2.8
Hispanic	303	61.0
Two or More Races	27	5.4
Pacific Islander	1	0.2
White	104	20.9

Conclusions based on this data:

1. Total student enrollment continues to grow significantly (increase of 45 students from 2017-18 to 2018-19 and another increase of 62 students 2018-19 to 2019-20). Student enrollment increases are directly related to PVSEA's continued focus to improve its academic program, ensure Excellence for All, and market its brand so as to attract new families and not lose students to intra-district transfer.
2. PVSEA's Hispanic population continues to be the fastest growing student group making up 61% of our student population (an increase of 4% from 2017-18 to 2018-19).
3. As PVSEA's Hispanic population increases, the number of English Learners has also increased.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. PVSEA's Overall Performance in the area of ELA has improved since 2018-19 (green = at-standard).
2. PVSEA's Overall Performance in the area of Math has improved since 2018-19 (green = at-standard).
3. PVSEA's Overall Performance in the area of Suspension Rate and Chronic Absenteeism has improved (suspensions and absenteeism are down) since 2018-19 (green = at-standard).

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	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 Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
14.4 points above standard	26 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.1 points	Declined -5.1 points	1
295	86	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	0.4 points below standard	41.9 points below standard
1	Increased ++9 points	Maintained ++1.8 points
	194	43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
9	1	Maintained -1.8 points	10
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
2.9 points below standard	41.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	52.3 points above standard
Maintained 0 points	Increased ++8.6 points	1	Increased Significantly ++40.9 points
189	16		56

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**
60.4 points below standard	45.1 points above standard	26.9 points above standard
Declined Significantly -18.8 points	Maintained ++2.1 points	Increased Significantly ++15.4 points
58	28	194

Conclusions based on this data:

1. Performance for All students increased by 10 points which equates Green and 14 points above standard.
2. Socioeconomically Disadvantaged improved 9 points which equates only .4 percent below standard. More work needs to be done, but moving in the right direction.
3. When comparing data for English Learners: once Reclassified (maintained) and become English Only (increased) PVSEA work is successful. More work needs to be done with Current English Learners (Hispanic is our largest and fastest growing subgroup).

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	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 Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
16 points below standard	46.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.2 points	Increased Significantly ++18.2 points	1
295	86	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	26.5 points below standard	60 points below standard
1	Increased Significantly ++23.1 points	Increased ++13.8 points
	194	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
9	1	Increased Significantly ++21 points 13	10
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
30.3 points below standard	13.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	16.3 points above standard
Increased ++11.9 points 189	Increased Significantly ++20.7 points 16	1	Increased Significantly ++56.2 points 56

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**
70.1 points below standard	2.9 points above standard	5.6 points below standard
Increased ++5.5 points 58	Increased Significantly ++33.1 points 28	Increased Significantly ++25.3 points 194

Conclusions based on this data:

1. Performance for All students increased significantly by 23 points which equates Green.
2. Socioeconomically Disadvantaged increased significantly by 23 points, English Learners increased significantly by 18 points, and Students with Disabilities increased 14 points. PVSEA's work with these groups is very successful. More work needs to be done to reach Green, but moving in the right direction.
3. When comparing data for English Learners: once Reclassified (increased significantly) and become English Only (increased significantly) PVSEA work is very successful. More work needs to be done with current English Learners (increased) which are 70 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 102
Performance Level: Medium

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23	28	8	43

Conclusions based on this data:

1. English Learners make up approximately 28% of PVSEA's student enrollment and increased by nearly 2%.
2. Of the 102 English Learners at PVSEA, 79 maintained or progressed at least one ELPI Level.
3. PVSEA's English Learner success is linked to teachers continuing to provide high quality Integrated and Designated ELD Lessons to consistently support our ELs with language development.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
8.6	5.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7	Declined -2.4	4
524	151	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	10.1	13.4
1	Declined -2.2	Increased +5.6
	338	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	3.4	0
Maintained 0	1	Increased +3.4	Maintained 0
19		29	16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
10.3	7.1	Less than 11 Students - Data Not Displayed for Privacy	7.2
Declined Significantly -3	Increased +7.1	1	Increased +2.4
319	28		111

Conclusions based on this data:

1. Overall for all students, chronic absenteeism is much improved - GREEN.
2. Work needs to be done to decrease absenteeism with socioeconomically disadvantaged and students with disabilities subgroups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.4	2	Less than 11 Students - Data Not
Declined Significantly -1.9	Increased +0.5	5
541	151	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not	2.3	4.5
2	Declined Significantly -2.9	Increased +1.4
	351	67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	0	0
Maintained 0		Maintained 0	Maintained 0
21		29	16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
2.7	7.1	Less than 11 Students - Data 1	1.7
Declined Significantly -2.6	Increased +7.1		Declined -3.9
330	28		115

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.3	2.4

Conclusions based on this data:

1. PVSEA's Suspension Rate declined significantly (-2 points) for All students.
2. PVSEA's investments in Restorative Justice, Community Circles, and fostering rapport and relationships have decreased the number of behavioral incidents on campus.
3. PVSEA's alternatives to suspension have increased student accountability and deceased the need to suspend.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Ensure increased student achievement through high expectations for all

Goal 1

Use multiple sources of data to improve student achievement.

Identified Need

Increase the number of students meeting or exceeding CA Content Standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts	61% met and exceeded in ELA.	Improve percentage of students meeting and exceeding in ELA
CAASPP Mathetics	46% met and exceeded in Math.	Improve percentage of students meeting and exceeding in Math
FastBridge aReading	27% met/exceeded in aReading.	Improve percentage of students meeting and exceeding in aReading
Fastbridge aMath	35% met/exceeded in aMath.	Improve percentage of students meeting and exceeding in aMath
ELPAC	Overall Score: K--1424, 1st--1459, 2nd - 1482, 3rd - 1467, 4th -1529, 5th - 1558, 7th - 1554, (6th and 8th grades' scores not numerically significant)	Improve mean score of students meeting and exceeding in ELPAC

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

Strategy/Activity 1

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

School-wide and targeted student populations.

Strategy/Activity

Increase educational opportunities for all students.

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

Amount(s)	Source(s)
49936.00	Title I/SWP 1000-1999: Certificated Personnel Salaries Provide certificated Title I teachers (5) to assist students during school and after school with individual and small group instruction with the goal of increasing student achievement in ELA and math.
42294.00	Title I/SWP 2000-2999: Classified Personnel Salaries Provide classified Title 1 Instructional Assistants (4) to assist teachers and students during school hours with individual and small group instruction with the goal of increasing student achievement in ELA and math.
18041.00	Title I/SWP 3000-3999: Employee Benefits Benefits for Title I Teachers (5) and Title I Instructional Assistants (4)
10558.00	LCFF L106 (Tutoring) 1000-1999: Certificated Personnel Salaries Provide after school tutoring and clubs for targeted student populations
75912.00	Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide Youth Cinema Project for targeted students in grades 6/7/8 aimed at increasing access and understanding of grade level standards across all curricular areas
4592.00	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures

	Provide field trip opportunities for all students to extend understanding and access to grade level curriculum
11042.00	Unrestricted 4000-4999: Books And Supplies Provide supplemental instructional materials for all students aimed to increase student achievement.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide and targeted student populations.

Strategy/Activity

Provide professional development opportunities for staff members focused on increasing student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	Title I/SWP 1000-1999: Certificated Personnel Salaries Provide substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will receive release time for EL Assessments. Teachers will be provided release time for Data Team Meetings (trimesterly).
3000.00	Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members.
15000.00	Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide AVID professional development, purchase materials, pay fees, costs associated with AVID.
3000.00	Title II

	5800: Professional/Consulting Services And Operating Expenditures Principal and teachers (5) will attend CAPS professional development through VCOE.
500.00	Title II 5800: Professional/Consulting Services And Operating Expenditures Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members.
500.00	Title I/SWP 3000-3999: Employee Benefits Benefits for substitutes to allow release time.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities were conducted as outlined in the 2018/2019 School Plan for Student Achievement. The goal to increase student achievement continues to be an emphasis. The California Dashboard indicators note academic performance in English Language Arts as GREEN and Mathematics as GREEN and are connected to this goal.

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

The budgeted expenditures were in alignment with intended strategies and activities. The continued work of reflection and data analysis will assist site teams in continuing to identify needs to increase student achievement. The intended implementation and 2018-2019 budgeted expenditures are reflected below:

L106 - LCAP Goal 1 Action 6 - After school tutoring - Total budget $10,459.00, Expenditure $4,370.00 + $859.60 benefits = $5,229.60
The account balance was $5,229.40. The remaining balance was due to constraints finding personnel to administer the after school intervention program. Steps have been made in 2019-2020 to solidify the positions and all have been filled.

L110 - LCAP Goal 1 Action 10 - Technology Access - Total budget $7004.00, Expenditure $777.40 + $215.05 benefits = $992.49
The account balance was $6011.51. The remaining balance was due to personnel and finding staff to administer the after school technology programs. Steps have been made in 2019-2020 to solidify

the positions that were unfilled the year before due to constraints finding personnel and all have been filled.

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.

Steps have been made in 2019-2020 to solidify after school interventions and club positions will be filled. PVSEA is offering after school math intervention for grades 4, 5, and 6 and a Homework Club for grades 4th, 5th, 6th, 7th and 8th (two days per week).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthful Environment

LEA/LCAP Goal

Provide a healthful environment where students feel welcomed, safe, and connected.

Goal 2

Provide a healthful environment where students feel welcomed, safe, and connected.

Identified Need

Improve the number of students feeling safe and connected to their school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	School Connectedness, A4.4: 65% responded "Yes, all of the time" to school connectedness questions.	Improve the percentage of students who responded "Yes, all of the time" to school connectedness questions in 2019-2020 (CHKS data every 2 years).
Site Student Comprehensive Needs Assessment	82% of 4th - 8th grade students who took survey answer strongly agree or agree with the statement, "I feel welcomed at school"	Increase the percentage of students who answer strongly agree or agree with the statement, "I feel welcomed at school"
Student Attendance Rates	95.4% attendance rate in 18/19	Increase the rate of attendance
Supension rates	4.3% suspension rate in 18/19	Decrease suspension rate
CA Physical Fitness Test	Pending release of 18/19	Increase the percentage of students meeting all 6 standards from 2017-18

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide positive behavioral support for all students

Strategy/Activity

PVSEA will provide teachers, parents and students with weekly updates of school events, requesting volunteers, input and suggestions when appropriate

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2850.00	Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide professional development opportunities and for staff members on positive behavioral support programs (i.e. Restorative Justice, CHAMPS, Second Step)
1100.00	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Provided assemblies and school wide activities to further student learning on health and character education (i.e. Red Ribbon Week, Guest Speakers, Anti-Bullying Program, etc.)
1000.00	Unrestricted 4000-4999: Books And Supplies Provide materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Coupon, 100 Mile Challenge, Cougar Pride Awards, promotion, etc.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide and targeted student populations.

Strategy/Activity

Provide increased educational opportunities to improve the social-emotional and physical health of all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4389.00	LCFF L209 (Connectedness) 4000-4999: Books And Supplies Provide students athletic opportunities and sports programs during and after school (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.)
500.00	Unrestricted 4000-4999: Books And Supplies Provide materials and supplies to support Physical Education program.
1500.00	LCFF L209 (Connectedness) 1000-1999: Certificated Personnel Salaries Provide students with enrichment opportunities to increase student connectedness (i.e. Yearbook, Student Council, Spelling Bee, Super Quiz, Speech Tournament, etc.)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities were conducted as outlined in the 2018/2019 School Plan for Student Achievement. The goal to provide a healthful environment where students feel welcomed, safe, and connected continues to be an emphasis. The California Dashboard indicator of Conditions and Climate indicate a Suspension Rate of GREEN and Average Daily Attendance rate of GREEN are connected to this goal.

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

The budgeted expenditures were in alignment with intended strategies and activities. The continued work of refection and data analysis will assist site teams in continuing to identify needs to increase was for students to feel welcomed safe and connected to their school. The intended implementation and 2018-2019 budgeted expenditures are reflected below:

L209 - Goal 2 Action 9 - Student Connectedness - Total budget $4,679, Expenditure $4306.49 + $372.51 benefits = $4679
The account balance was $0 and budget provided intended services and activities.

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.

One change that can be found in the 2019-2020 School Plan for Student Achievement is an increase in the number of stipends for teacher facilitated programs including site leadership team and student leadership in effort to increase student connectedness and positive feelings towards school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Open and Meaningful Communication

LEA/LCAP Goal

Continuously engage in open and meaningful communication with all stakeholders.

Goal 3

Increase communication and collaboration.

Identified Need

Improve vehicles for communication with stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Membership	157 PTA Members	Increase the number of PTA members
ELAC Participation	No ELAC meetings were held during the course of the 18/19 school year.	Hold regular ELAC meetings and increase the percentage of EL families in attendance at ELAC meetings in 2019-20.
Comprehensive Needs Assessment	90% of parents in survey responded strongly agree or agree with the statement, "I feel the school values my input".	Increase the percentage of parents that respond strongly agree or agree with the statement, "I feel the school values my input".

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide and targeted student

Strategy/Activity

Provide parent workshops and parent outreach opportunities to increase stakeholder understanding and input of the educational program

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

Amount(s)	Source(s)
150.00	Unrestricted 4000-4999: Books And Supplies Provide parent workshops that create opportunities for family involvement aimed at increased student achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.).

Strategy/Activity 2

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

All students/families and targeted students/families

Strategy/Activity

Improve external communication with all stakeholders

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

Amount(s)	Source(s)
0	None Specified None Specified Provide families with access to school information via multiple sources (i.e school/teacher websites, Twitter, Facebook, Class Dojo, Remind, marquee, Blackboard, etc).
500.00	Title I/SWP 2000-2999: Classified Personnel Salaries Provide additional office support from office assistant and bilingual office assistants to increase communication with Spanish speaking families speaking Spanish during peak times (beginning of the year, enrollment, conferences, survey assistance, etc.). Increased communication ensures parental participation and connectedness, which will indirectly increase student achievement.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies/activities were conducted as outlined in the 2018/2019 School Plan for Student Achievement. The goal to increase communication and collaboration continues to be an emphasis.

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

No major differences in intended implementation or budgeted expenditures.

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

No major changes to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$214,053.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$248,864.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II	$3,500.00

Subtotal of additional federal funds included for this school: $3,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF L106 (Tutoring)	$10,558.00
LCFF L209 (Connectedness)	$5,889.00
None Specified	$0.00
Title I/SWP	$210,533.00
Unrestricted	$18,384.00

Subtotal of state or local funds included for this school: $245,364.00

Total of federal, state, and/or local funds for this school: $248,864.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I/SWP	210533	0.00
Title II	3500	0.00
LCFF L106 (Tutoring)	10558	0.00
LCFF L209 (Connectedness)	5889	0.00
Unrestricted	18384	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF L106 (Tutoring)	10,558.00
LCFF L209 (Connectedness)	5,889.00
None Specified	0.00
Title I/SWP	210,533.00
Title II	3,500.00
Unrestricted	18,384.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,494.00
2000-2999: Classified Personnel Salaries	42,794.00
3000-3999: Employee Benefits	18,541.00
4000-4999: Books And Supplies	17,081.00
5800: Professional/Consulting Services And Operating Expenditures	105,954.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF L106 (Tutoring)	10,558.00
1000-1999: Certificated Personnel Salaries	LCFF L209 (Connectedness)	1,500.00
4000-4999: Books And Supplies	LCFF L209 (Connectedness)	4,389.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	52,436.00
2000-2999: Classified Personnel Salaries	Title I/SWP	42,794.00
3000-3999: Employee Benefits	Title I/SWP	18,541.00
5800: Professional/Consulting Services And Operating Expenditures	Title I/SWP	96,762.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	3,500.00
4000-4999: Books And Supplies	Unrestricted	12,692.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	5,692.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,875.00
Goal 2	11,339.00
Goal 3	650.00

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Thomas Holtke	Principal
Kayleigh Kelp	Classroom Teacher
Megan Barrick	Classroom Teacher
Araceli Cerna	Other School Staff
Rosario de Marmolejo	Parent or Community Member
Tanya Stammer	Parent or Community Member
Kristiane Smith	Parent or Community Member
Bryan Alexander	Parent or Community Member

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

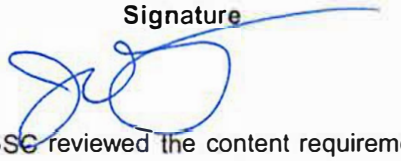
Recommendations and Assurances

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

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

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

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

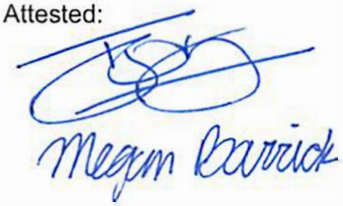
Signature	Committee or Advisory Group Name
	Other: PTA

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

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

This SPSA was adopted by the SSC at a public meeting on 12/19/2019.

Attested:



Principal, Thomas Holtke on 12/19/19

SSC Chairperson, Megan Barrick on 12/19/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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