

# 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 14, 2022	

## 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).

As part of the continuous cycle of improvement, input from multiple interest groups is a key element in PVSD. An annual LCAP survey is administered to determine areas of stakeholder priority and need. Input is gathered through various councils and advisories including: DELAC (District English Language Acquisition Committee), site ELACs (English Language Acquisition Committee) DAC (District Advisory Committee, School Site Councils, Parent organizations (PTA, PTSA, PTC, PTO), Superintendent's Teacher Advisory, Superintendent Student Advisory, Superintendent Parent Advisory, LCAP Committee (Local Control Accountability Plan), and Superintendent's Roundtable. Additionally, a Comprehensive Needs Assessment Survey was administered at the school site in the 2021-22 school year to provide information in developing the 2022-23 SPSA.

The California Healthy Kids Survey, which measures perceptions of safety, wellness, and school connectedness, is administered to students in 5th and 7th grades biannually.

## 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 (PVSD) 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 the district develops 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.

Summary of findings:

- There is a need for flexible grouping strategies in classrooms.
- There is a need surrounding the consistency of standards aligned lessons
- There is a need to increase the amount of academic discourse in classrooms.

## 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, IABs, 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 student groups. District and grade level pacing calendars, state frameworks, California 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. Through dedicated professional learning community meetings, teachers analyze data to inform next instructional steps and to connect students with appropriate supports.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Pleasant Valley School of Engineering & Arts certificated staff meet the requirements for highly qualified teacher as defined by ESEA.

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

100% of PVSEA teachers hold a full credential. 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. For the 2022-23 school year, PVSD focused on accelerating learning through a sharpened focus on professional learning communities. Additionally, all K-5 staff were trained on the newly adopted Amplify science curriculum. Due to a refresh to the adopted math curriculum, TK-5 teachers attended training on these updates.

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 Literacy Intervention Content Specialists, math content specialists, and an ELD content specialist. They support site teachers by offering model lessons, access to resources, sharing of best practices, and providing professional development opportunities. For the 2022-23 school year, schools that receive Title I funds were allotted instructional coaching support .

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 Tuesday, Thursday for primary grades, and Thursday 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 Achievement Teams, the staff meeting structure has been redesigned to provide all teachers with PLC time once a week. All PVSD administration and teachers receive training in Achievement Teams by Advanced Collaborative Solutions

## 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 grade 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. PVSD has developed a WIN (Whatever I Need) model that provides targeted intervention, prevention, and enrichment for students in 1st through 5th grade. Literacy Intervention Content Specialists work with students who need additional reading support, and they provide 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. All students have access to intervention software programs.

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 evidence-based 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. Classroom teachers provide specific intervention through small group instruction.

The following list is a sample of services provided;

- Collaborative Success Team
- Counselors
- Before/After school intervention programs
- English Language Learner support program
- Summer programs
- District Re-engagement plan
- WIN Time

Evidence-based educational practices to raise student achievement

The following is a list of research-based educational practices implemented 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: structured teacher collaboration time to allow teachers to make instructional decisions based on student data
- Cognitively Guided Math Instruction training to increase student's conceptual understanding of math and to increase number sense
- Teachers are in the beginning stages of implementing Universal Design for Learning to provide students with equitable access and choice in demonstrating mastery.
- Teachers participate in student achievement data cycles and attend data meetings

## 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), Parent Institute for Quality Education (PIQE), Expanded Learning Opportunity Program, Camarillo Library homework support, Interface Family Services, School Resource Officer, school counselors, Student Attendance Review Board, literacy intervention content specialists, after school math support at school sites, 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-3 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 in the 2019-2020 school year.

## 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.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council met on November 29, 2023, and the English Language Advisory Committee met on November 29, 2023 to review, discuss, plan and provide feedback for the SPSA. The SSC was sent a draft of the SPSA on December 21, 2022 to review. The SSC met again on December 14, 2022, to seek preliminary approval of the SPSA pending recommendations and approval of the ELAC. The SSC will meet throughout the school year to review, adjust, and ensure compliance with the SPSA.

## 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. After-school math intervention is currently planned for 3rd-8th grade. After School Intervention ensures all 3rd through 8th-grade students receive support. The 3rd-5 Math Intervention began in October 2023 and the 6 -8 Math Intervention will begin January 2024. The level of mathematics rigor increases exponentially in fourth grade and beyond which is why we will focus on preparing our 3rd graders and supporting our 4th-8th graders.

AVID Elective: 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.18%	0.75%	1	1	4
African American	2.3%	2.58%	2.05%	12	14	11
Asian	3.9%	3.51%	3.92%	21	19	21
Filipino	3.4%	2.21%	2.05%	18	12	11
Hispanic/Latino	67.0%	69.00%	69.4%	357	374	372
Pacific Islander	%	0.18%	0%		1	0
White	18.0%	17.71%	17.35%	96	96	93
Multiple/No Response	5.3%	4.61%	4.48%	28	25	24
	<b>Total Enrollment</b>			533	542	536

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	89	80
Grade 1	57	59	65
Grade 2	48	59	52
Grade3	60	48	66
Grade 4	73	61	55
Grade 5	72	68	61
Grade 6	61	62	49
Grade 7	44	58	65
Grade 8	46	38	43
<b>Total Enrollment</b>	533	542	536

### Conclusions based on this data:

1. Total student enrollment continues to remain steady with insignificant fluctuation over the years (an increase of 9 students 2020-21 to 2021-22, and a decrease of 6 from 2021-2022 to 2022-23). Student enrollment is directly related to PVSEA's continued focus to improve its academic program, ensuring Excellence for All, and marketing its brand 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 69.4% of our student population (an increase of 0.4% from 2021-22 to 2022-23).
3. PVSEA's enrollment student retention has been consistent across all grades.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	115	122	116	21.60%	22.5%	21.6%
Fluent English Proficient (FEP)	52	50	48	9.80%	9.2%	9%
Reclassified Fluent English Proficient (RFEP)	11	6	13	9.6%	4.9%	11%

### Conclusions based on this data:

1. English Learners make up approximately 22% of PVSEA's student enrollment and decreased by 1%.
2. PVSEAs FEP numbers decreased by 2 and reclassification numbers decreased by 5 .
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	51	66	55	50	66	55	50	66	94.8	98.0	100.0
Grade 4	74	62	56	73	61	55	73	61	55	98.6	98.4	98.2
Grade 5	68	66	63	65	63	63	65	63	63	95.6	95.5	100.0
Grade 6	62	58	48	60	57	48	60	57	48	96.8	98.3	100.0
Grade 7	40	52	63	37	52	63	37	52	63	92.5	100.0	100.0
Grade 8	46	37	43	44	34	43	44	34	43	95.7	91.9	100.0
All Grades	348	326	339	334	317	338	334	317	338	96.0	97.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2373.	2374.	2398.	7.27	6.00	19.70	20.00	14.00	15.15	21.82	40.00	22.73	50.91	40.00	42.42
Grade 4	2438.	2481.	2420.	12.33	22.95	10.91	17.81	31.15	14.55	30.14	26.23	27.27	39.73	19.67	47.27
Grade 5	2519.	2491.	2492.	32.31	7.94	15.87	21.54	39.68	33.33	21.54	25.40	22.22	24.62	26.98	28.57
Grade 6	2533.	2530.	2494.	13.33	19.30	8.33	35.00	33.33	18.75	36.67	22.81	43.75	15.00	24.56	29.17
Grade 7	2560.	2569.	2544.	24.32	17.31	14.29	29.73	51.92	31.75	24.32	15.38	31.75	21.62	15.38	22.22
Grade 8	2553.	2601.	2572.	11.36	29.41	11.63	36.36	32.35	39.53	27.27	23.53	34.88	25.00	14.71	13.95
All Grades	N/A	N/A	N/A	16.77	16.40	13.91	25.75	34.07	25.15	27.25	25.55	29.59	30.24	23.97	31.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.09	6.00	15.15	58.18	70.00	48.48	32.73	24.00	36.36
Grade 4	15.07	19.67	7.27	64.38	70.49	74.55	20.55	9.84	18.18
Grade 5	27.69	12.70	15.87	52.31	66.67	63.49	20.00	20.63	20.63
Grade 6	21.67	26.32	8.33	60.00	43.86	54.17	18.33	29.82	37.50
Grade 7	18.92	25.00	12.70	48.65	59.62	65.08	32.43	15.38	22.22
Grade 8	13.64	23.53	11.63	68.18	55.88	60.47	18.18	20.59	27.91
All Grades	17.96	18.61	12.13	58.98	61.51	60.95	23.05	19.87	26.92



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.45	2.00	13.64	54.55	60.00	51.52	40.00	38.00	34.85
Grade 4	8.22	13.11	10.91	58.90	77.05	54.55	32.88	9.84	34.55
Grade 5	29.23	17.46	7.94	50.77	58.73	74.60	20.00	23.81	17.46
Grade 6	10.00	24.56	4.17	66.67	52.63	66.67	23.33	22.81	29.17
Grade 7	35.14	25.00	19.05	51.35	63.46	53.97	13.51	11.54	26.98
Grade 8	11.36	41.18	18.60	56.82	50.00	72.09	31.82	8.82	9.30
All Grades	15.57	19.24	12.43	56.89	61.20	61.54	27.54	19.56	26.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.82	6.00	13.64	74.55	74.00	62.12	23.64	20.00	24.24
Grade 4	5.48	18.03	1.82	76.71	73.77	83.64	17.81	8.20	14.55
Grade 5	16.92	6.35	19.05	72.31	87.30	65.08	10.77	6.35	15.87
Grade 6	11.67	17.54	6.25	78.33	71.93	83.33	10.00	10.53	10.42
Grade 7	13.51	17.31	6.35	78.38	73.08	76.19	8.11	9.62	17.46
Grade 8	4.55	17.65	13.95	90.91	64.71	62.79	4.55	17.65	23.26
All Grades	8.98	13.56	10.36	77.84	75.08	71.89	13.17	11.36	17.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.91	6.00	15.15	52.73	64.00	66.67	36.36	30.00	18.18
Grade 4	9.59	22.95	1.82	73.97	67.21	70.91	16.44	9.84	27.27
Grade 5	24.62	14.29	17.46	66.15	69.84	63.49	9.23	15.87	19.05
Grade 6	16.67	19.30	6.25	80.00	61.40	72.92	3.33	19.30	20.83
Grade 7	21.62	21.15	25.40	64.86	63.46	55.56	13.51	15.38	19.05
Grade 8	18.18	29.41	18.60	75.00	64.71	74.42	6.82	5.88	6.98
All Grades	16.47	18.30	14.50	69.16	65.30	66.57	14.37	16.40	18.93

**Conclusions based on this data:**

1. Thirty-nine percent of PVSEA students tested met or exceeded standards on the ELA CAASPP which is a 11 percent decrease from the previous year. Twenty-nine percent nearly met standards in the ELA CAASPP which is a 4 percent increase from the previous year. Twenty-six percent did not meet standards on the ELA CAASPP which is a seven percent increase from the previous year.
2. School-wide data demonstrates that number of students exceeding, at or near in three of four domains increased or nearly remained the same: reading (73%, decrease of 7%), Writing (73%, decrease of 7%), research & inquiry (81%, decrease of 3%). In the listening domain, students exceeding decreased by 3%, and those at or near there was a decrease of 4%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	51	66	55	50	66	55	50	66	94.8	98.0	100.0
Grade 4	74	62	56	73	62	56	73	62	56	98.6	100.0	100.0
Grade 5	68	66	63	65	64	63	65	64	63	95.6	97.0	100.0
Grade 6	62	58	48	59	58	48	59	58	48	95.2	100.0	100.0
Grade 7	40	52	63	37	52	63	37	52	63	92.5	100.0	100.0
Grade 8	46	37	43	44	34	43	44	34	43	95.7	91.9	100.0
All Grades	348	326	339	333	320	339	333	320	339	95.7	98.2	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2386.	2407.	2425.	7.27	12.00	19.70	18.18	22.00	24.24	27.27	32.00	25.76	47.27	34.00	30.30
Grade 4	2431.	2468.	2448.	8.22	22.58	7.14	17.81	20.97	25.00	42.47	35.48	39.29	31.51	20.97	28.57
Grade 5	2506.	2499.	2478.	24.62	20.31	12.70	20.00	21.88	17.46	26.15	32.81	31.75	29.23	25.00	38.10
Grade 6	2478.	2476.	2459.	10.17	6.90	4.17	16.95	20.69	6.25	25.42	24.14	39.58	47.46	48.28	50.00
Grade 7	2510.	2492.	2477.	10.81	5.77	7.94	18.92	7.69	12.70	35.14	36.54	25.40	35.14	50.00	53.97
Grade 8	2494.	2516.	2485.	6.82	14.71	2.33	11.36	17.65	13.95	31.82	8.82	20.93	50.00	58.82	62.79
All Grades	N/A	N/A	N/A	11.71	14.06	9.73	17.42	18.75	17.11	31.53	29.69	30.38	39.34	37.50	42.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.91	20.00	25.76	43.64	44.00	51.52	45.45	36.00	22.73
Grade 4	13.70	25.81	14.29	47.95	54.84	60.71	38.36	19.35	25.00
Grade 5	15.38	23.44	12.70	56.92	51.56	53.97	27.69	25.00	33.33
Grade 6	11.86	5.17	6.25	37.29	44.83	37.50	50.85	50.00	56.25
Grade 7	10.81	5.77	4.76	51.35	57.69	44.44	37.84	36.54	50.79
Grade 8	4.55	8.82	2.33	50.00	44.12	39.53	45.45	47.06	58.14
All Grades	11.71	15.63	11.80	47.75	50.00	48.67	40.54	34.38	39.53

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	9.09	16.00	18.18	52.73	46.00	53.03	38.18	38.00	28.79
<b>Grade 4</b>	10.96	11.29	10.71	47.95	51.61	53.57	41.10	37.10	35.71
<b>Grade 5</b>	23.08	17.19	7.94	47.69	53.13	57.14	29.23	29.69	34.92
<b>Grade 6</b>	8.47	8.62	4.17	42.37	48.28	58.33	49.15	43.10	37.50
<b>Grade 7</b>	10.81	9.62	12.70	51.35	50.00	44.44	37.84	40.38	42.86
<b>Grade 8</b>	9.09	14.71	6.98	61.36	50.00	53.49	29.55	35.29	39.53
<b>All Grades</b>	12.31	12.81	10.62	49.85	50.00	53.10	37.84	37.19	36.28

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	5.45	10.00	21.21	72.73	62.00	56.06	21.82	28.00	22.73
<b>Grade 4</b>	10.96	22.58	3.57	49.32	56.45	66.07	39.73	20.97	30.36
<b>Grade 5</b>	21.54	14.06	11.11	52.31	67.19	53.97	26.15	18.75	34.92
<b>Grade 6</b>	11.86	5.17	6.25	57.63	67.24	56.25	30.51	27.59	37.50
<b>Grade 7</b>	13.51	5.77	7.94	62.16	61.54	57.14	24.32	32.69	34.92
<b>Grade 8</b>	6.82	8.82	2.33	63.64	70.59	72.09	29.55	20.59	25.58
<b>All Grades</b>	12.01	11.56	9.44	58.56	63.75	59.59	29.43	24.69	30.97

**Conclusions based on this data:**

1. Twenty-six percent of PVSEA students tested met or exceeded standards in Mathematics CAASPP overall, which is a six percent decrease. Thirty percent of students tested nearly met standards in Mathematics CAASPP, which does not reflect a change from the previous year. Forty-two percent of students tested did not meet standards in Mathematics CAASPP, which is a 5 percent increase from the previous year.
2. School-wide data demonstrates that the number of students exceeding, at or near in three of the three domains decreased or reflected no change: Concepts and Procedures (60%, down 6%), Problem Solving (63%, no change), and Communicating Reasoning (69%, down 6%).
3. School-wide data demonstrates that the number of students below standard in the three domains reflected the following changes from the previous year: Concepts & Procedures (39%, increase 5%), Problem Solving (36%, decrease 1%), and Communicating Reasoning (30%, increase 6%). With a third of students below standard in concepts and procedures and problem solving, these will be an area of focus for this year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	1429.8	*	*	1433.6	*	*	1420.5	*	10	13	9
<b>1</b>	1468.9	*	1452.7	1484.4	*	1474.2	1453.1	*	1430.8	14	8	12
<b>2</b>	1470.6	1504.6	*	1475.3	1508.2	*	1465.5	1500.8	*	14	16	7
<b>3</b>	1480.9	1491.4	1487.7	1491.8	1495.6	1492.6	1469.5	1486.9	1482.5	20	14	18
<b>4</b>	1505.6	1512.3	1475.2	1510.0	1516.9	1483.8	1501.0	1507.2	1466.1	25	19	18
<b>5</b>	1524.3	1541.2	1535.2	1523.0	1538.8	1551.1	1525.3	1543.0	1518.8	14	19	16
<b>6</b>	*	1517.0	*	*	1509.6	*	*	1523.9	*	9	13	9
<b>7</b>	*	*	1543.1	*	*	1538.8	*	*	1546.8	7	9	12
<b>8</b>	*	*	*	*	*	*	*	*	*	9	8	7
<b>All Grades</b>										122	119	108

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	23.08	*	*	23.08	*	*	38.46	*	*	15.38	*	*	13	*
<b>1</b>	7.14	*	8.33	57.14	*	25.00	35.71	*	58.33	0.00	*	8.33	14	*	12
<b>2</b>	14.29	18.75	*	35.71	62.50	*	35.71	18.75	*	14.29	0.00	*	14	16	*
<b>3</b>	0.00	7.14	11.11	35.00	42.86	44.44	55.00	50.00	33.33	10.00	0.00	11.11	20	14	18
<b>4</b>	20.00	15.79	0.00	36.00	42.11	44.44	40.00	31.58	38.89	4.00	10.53	16.67	25	19	18
<b>5</b>	28.57	31.58	25.00	14.29	52.63	50.00	57.14	15.79	25.00	0.00	0.00	0.00	14	19	16
<b>6</b>	*	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13	*
<b>7</b>	*	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.93	20.17	11.11	39.34	45.38	46.30	40.16	27.73	33.33	6.56	6.72	9.26	122	119	108

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	15.38	*	*	53.85	*	*	15.38	*	*	15.38	*	*	13	*
<b>1</b>	35.71	*	16.67	42.86	*	66.67	21.43	*	8.33	0.00	*	8.33	14	*	12
<b>2</b>	14.29	62.50	*	42.86	18.75	*	42.86	12.50	*	0.00	6.25	*	14	16	*
<b>3</b>	30.00	14.29	50.00	40.00	57.14	27.78	25.00	28.57	11.11	5.00	0.00	11.11	20	14	18
<b>4</b>	52.00	31.58	27.78	32.00	42.11	50.00	12.00	21.05	11.11	4.00	5.26	11.11	25	19	18
<b>5</b>	42.86	42.11	50.00	57.14	52.63	43.75	0.00	5.26	6.25	0.00	0.00	0.00	14	19	16
<b>6</b>	*	30.77	*	*	38.46	*	*	15.38	*	*	15.38	*	*	13	*
<b>7</b>	*	*	33.33	*	*	50.00	*	*	8.33	*	*	8.33	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	34.43	36.13	34.26	44.26	42.86	46.30	17.21	15.13	12.96	4.10	5.88	6.48	122	119	108

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	15.38	*	*	23.08	*	*	30.77	*	*	30.77	*	*	13	*
<b>1</b>	0.00	*	8.33	50.00	*	0.00	35.71	*	41.67	14.29	*	50.00	14	*	12
<b>2</b>	0.00	6.25	*	42.86	50.00	*	35.71	43.75	*	21.43	0.00	*	14	16	*
<b>3</b>	0.00	0.00	0.00	0.00	28.57	27.78	70.00	64.29	44.44	30.00	7.14	27.78	20	14	18
<b>4</b>	0.00	5.26	0.00	40.00	15.79	5.56	32.00	52.63	61.11	28.00	26.32	33.33	25	19	18
<b>5</b>	14.29	10.53	0.00	21.43	26.32	6.25	50.00	63.16	81.25	14.29	0.00	12.50	14	19	16
<b>6</b>	*	7.69	*	*	7.69	*	*	61.54	*	*	23.08	*	*	13	*
<b>7</b>	*	*	0.00	*	*	50.00	*	*	33.33	*	*	16.67	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	2.46	6.72	2.78	30.33	31.09	21.30	45.90	48.74	49.07	21.31	13.45	26.85	122	119	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	30.77	*	*	53.85	*	*	15.38	*	*	13	*
<b>1</b>	57.14	*	41.67	42.86	*	50.00	0.00	*	8.33	14	*	12
<b>2</b>	14.29	31.25	*	78.57	62.50	*	7.14	6.25	*	14	16	*
<b>3</b>	20.00	21.43	16.67	60.00	57.14	72.22	20.00	21.43	11.11	20	14	18
<b>4</b>	48.00	42.11	27.78	44.00	52.63	50.00	8.00	5.26	22.22	25	19	18
<b>5</b>	21.43	15.79	18.75	64.29	78.95	81.25	14.29	5.26	0.00	14	19	16
<b>6</b>	*	15.38	*	*	61.54	*	*	23.08	*	*	13	*
<b>7</b>	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.87	25.21	22.22	61.48	63.03	67.59	10.66	11.76	10.19	122	119	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
<b>1</b>	28.57	*	16.67	71.43	*	83.33	0.00	*	0.00	14	*	12
<b>2</b>	21.43	62.50	*	71.43	31.25	*	7.14	6.25	*	14	16	*
<b>3</b>	45.00	64.29	55.56	55.00	35.71	33.33	0.00	0.00	11.11	20	14	18
<b>4</b>	52.00	42.11	44.44	44.00	52.63	38.89	4.00	5.26	16.67	25	19	18
<b>5</b>	85.71	89.47	75.00	14.29	10.53	25.00	0.00	0.00	0.00	14	19	16
<b>6</b>	*	61.54	*	*	23.08	*	*	15.38	*	*	13	*
<b>7</b>	*	*	66.67	*	*	25.00	*	*	8.33	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	49.18	61.34	50.93	46.72	32.77	39.81	4.10	5.88	9.26	122	119	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	15.38	*	*	69.23	*	*	15.38	*	*	13	*
<b>1</b>	14.29	*	8.33	71.43	*	25.00	14.29	*	66.67	14	*	12
<b>2</b>	0.00	25.00	*	78.57	75.00	*	21.43	0.00	*	14	16	*
<b>3</b>	0.00	0.00	0.00	40.00	42.86	55.56	60.00	57.14	44.44	20	14	18
<b>4</b>	8.00	5.26	0.00	52.00	63.16	55.56	40.00	31.58	44.44	25	19	18
<b>5</b>	21.43	10.53	6.25	57.14	73.68	62.50	21.43	15.79	31.25	14	19	16
<b>6</b>	*	7.69	*	*	38.46	*	*	53.85	*	*	13	*
<b>7</b>	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.20	11.76	5.56	55.74	59.66	52.78	36.07	28.57	41.67	122	119	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	38.46	*	*	15.38	*	*	46.15	*	*	13	*
<b>1</b>	0.00	*	8.33	85.71	*	75.00	14.29	*	16.67	14	*	12
<b>2</b>	21.43	25.00	*	57.14	62.50	*	21.43	12.50	*	14	16	*
<b>3</b>	0.00	0.00	16.67	85.00	100.00	55.56	15.00	0.00	27.78	20	14	18
<b>4</b>	0.00	10.53	5.56	76.00	78.95	55.56	24.00	10.53	38.89	25	19	18
<b>5</b>	0.00	26.32	12.50	85.71	73.68	81.25	14.29	0.00	6.25	14	19	16
<b>6</b>	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
<b>7</b>	*	*	8.33	*	*	91.67	*	*	0.00	*	*	12
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.92	17.65	9.26	77.87	71.43	69.44	17.21	10.92	21.30	122	119	108

**Conclusions based on this data:**

- Students scoring at a Level 3 or 4 on the Overall Performance of the ELPAC decreased 8% (65% in 2021-2022 to 57% in 2022-2023 ). PVSEA will continue to emphasize designated and integrated ELD lessons focused on reading strategies.
- Students scoring at a Level 2 on the Overall Performance of the ELPAC increased 5% (28% in 2021-2022 to 33% 2022-2023), while the students scoring at a Level 1 increased 3% (6% in 2021-22 to 9% 2022-2023).
- 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. There is also additional ELD support after school for students in level 1 and level 2.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>542</b>	<b>56.1</b>	<b>22.5</b>	<b>0.6</b>
Total Number of Students enrolled in Pleasant Valley School of Engineering and Arts.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	122	22.5
Foster Youth	3	0.6
Homeless	6	1.1
Socioeconomically Disadvantaged	304	56.1
Students with Disabilities	72	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.6
American Indian	1	0.2
Asian	19	3.5
Filipino	12	2.2
Hispanic	374	69.0
Two or More Races	25	4.6
Pacific Islander	1	0.2
White	96	17.7



**Conclusions based on this data:**

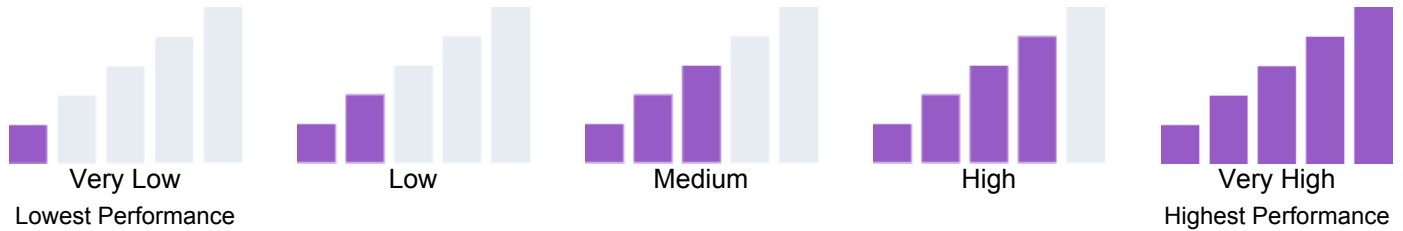
1. Total student enrollment stayed steady. Student enrollment increases are directly related to PVSEA's continued focus to improve its academic program, ensure Excellence or All, and market its brand so as to attract new families and not lose students to intra-district transfer.
2. PVSEA's Hispanic population continues to be the fastest growing student group making up 69% of student population.
3. English learners make-up 23% of our student population.

# School and Student Performance Data

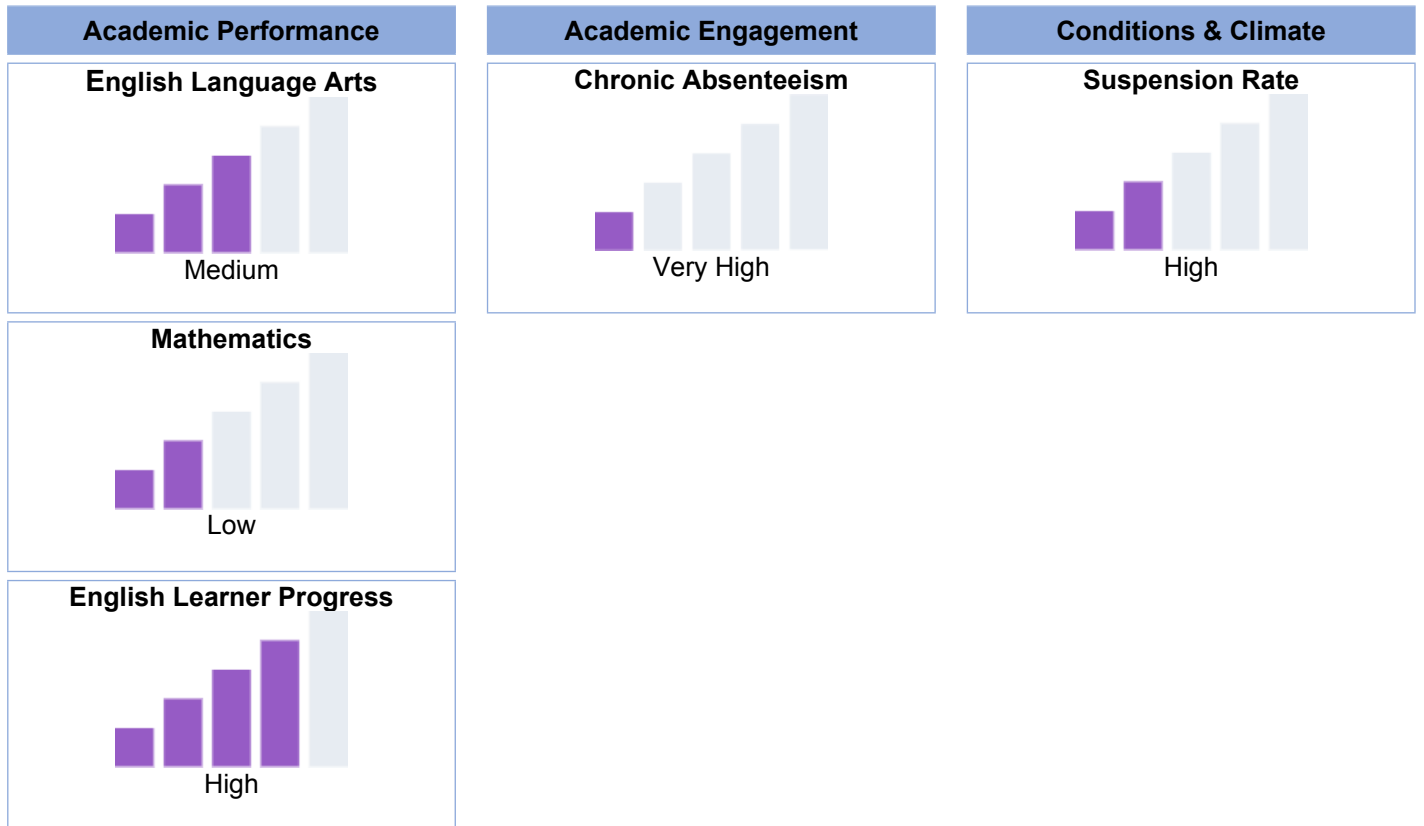
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

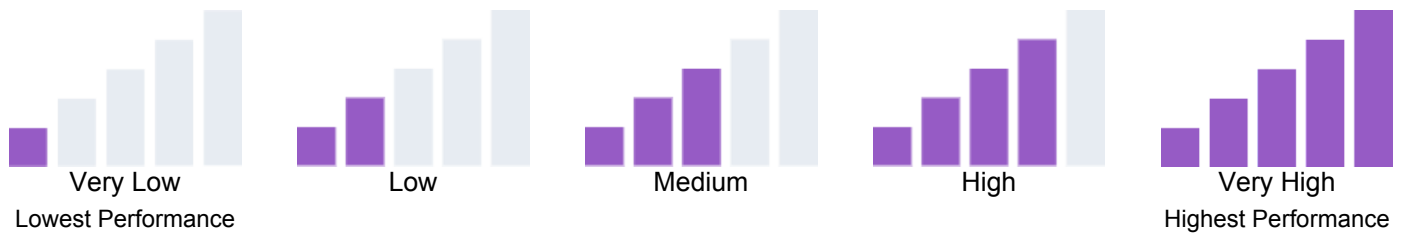
1. PVSEA's Overall Performance in the area of ELA is medium and low in the area of math.
2. PVSEA's Overall Performance in the area of Suspension Rate and Chronic Absenteeism have declined into the high and very high status levels.

# School and Student Performance Data

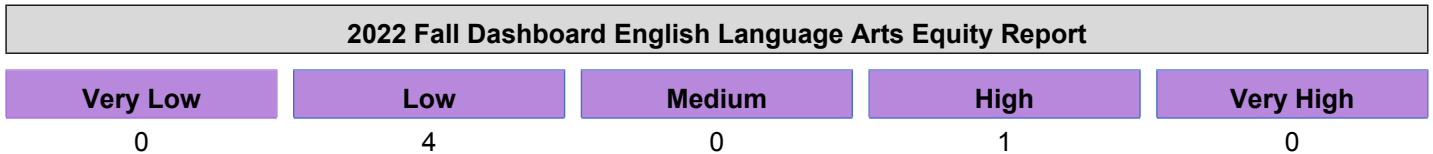
## Academic Performance English Language Arts

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

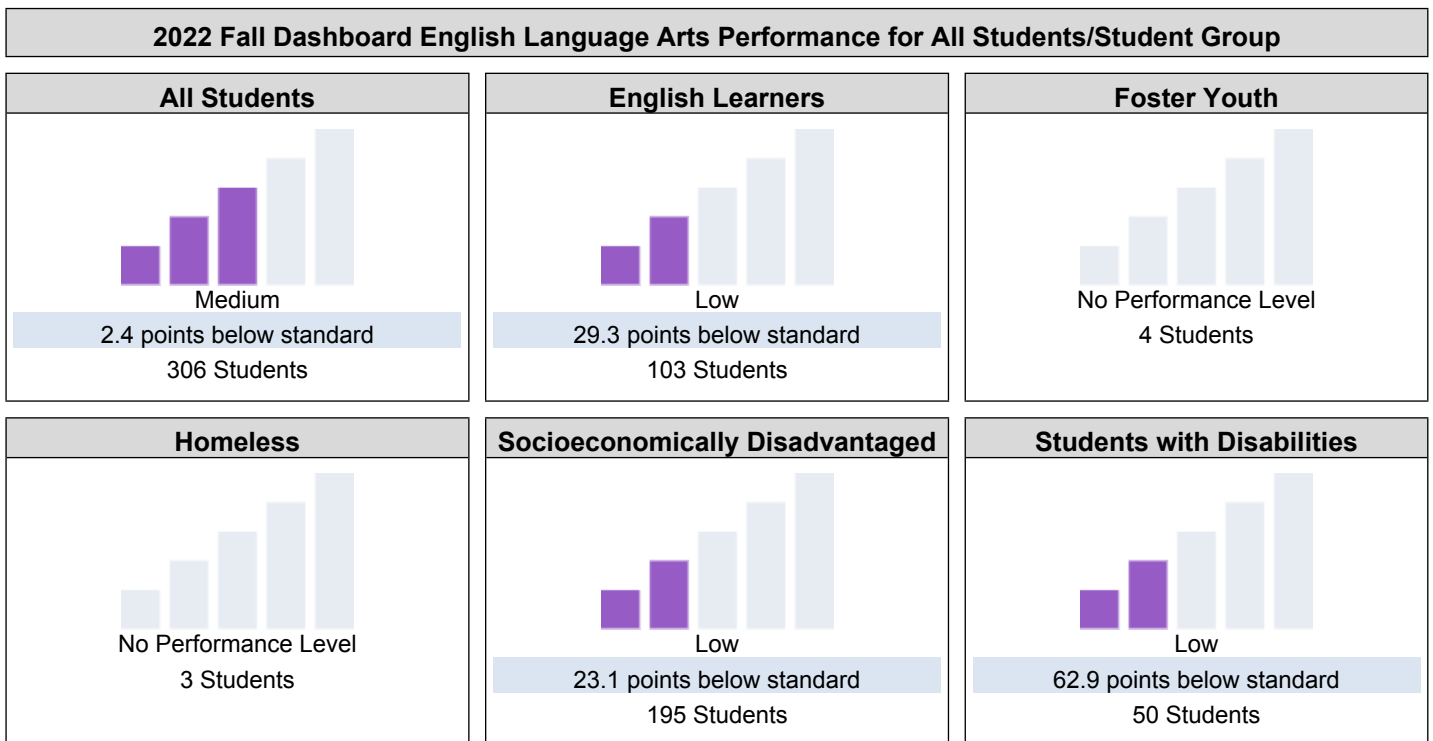
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



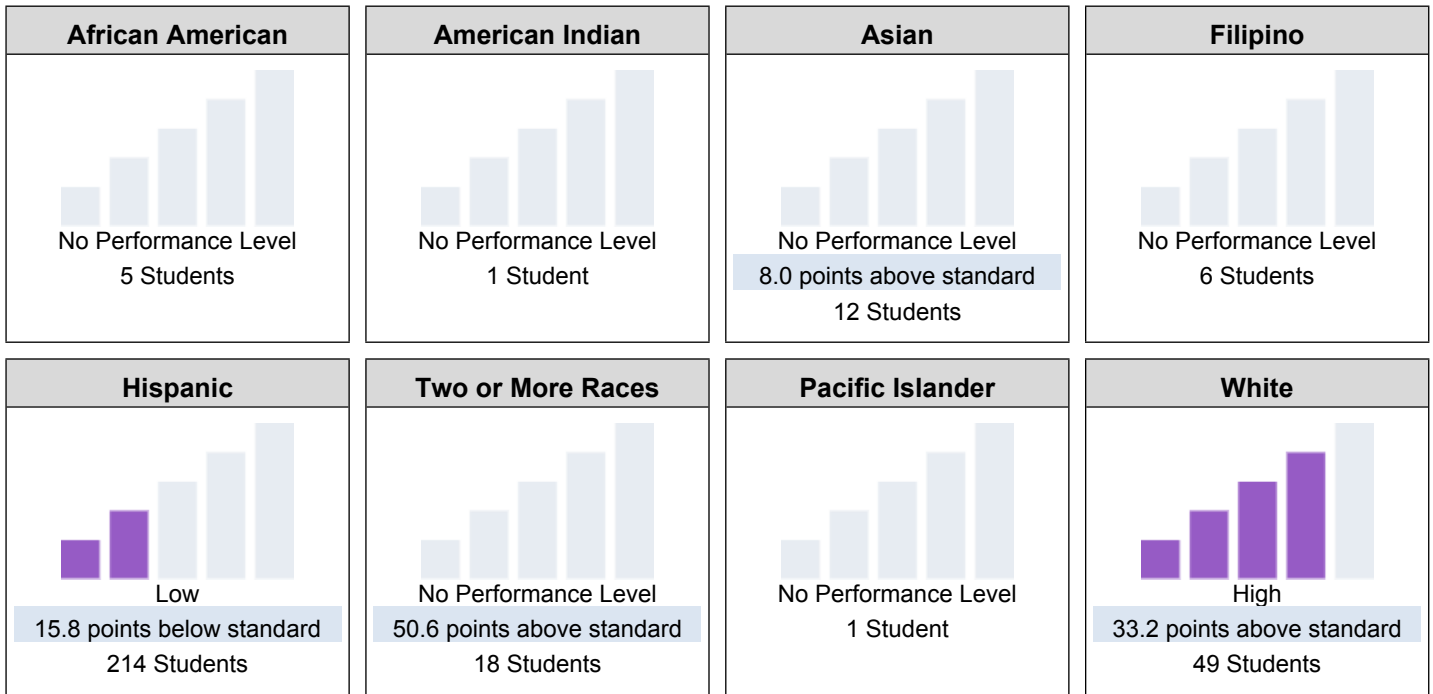
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
54.6 points below standard	35.1 points above standard	6.6 points above standard
74 Students	29 Students	186 Students

### Conclusions based on this data:

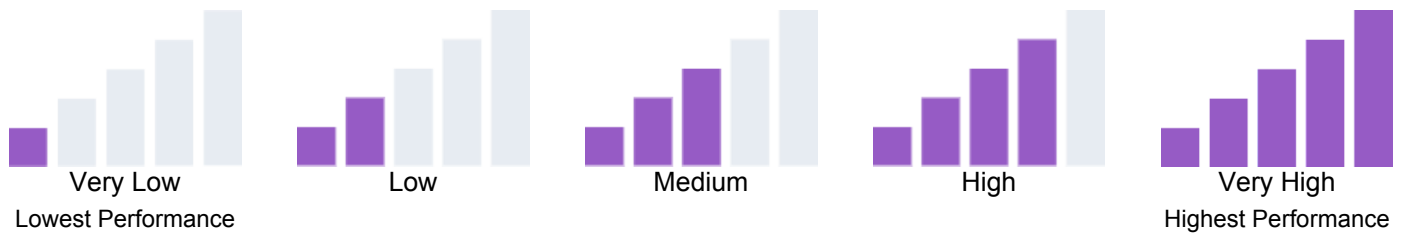
1. The overall performance for All students decreased by 2 points with a status of medium.
2. When comparing data for English Learners, once Reclassified students are 35 points above standard. A focus for more ELD support and intervention for current English Learners that were 55 points below standard (Hispanic is our largest and fastest growing subgroup).
3. Students in special categories need to be the focus of intervention. Socioeconomically Disadvantaged were 23 points below the standard with a status of low. Students with disabilities were 62 points below standard with a status of low. English Language Learners were 29 points below standard with a status of low.

# School and Student Performance Data

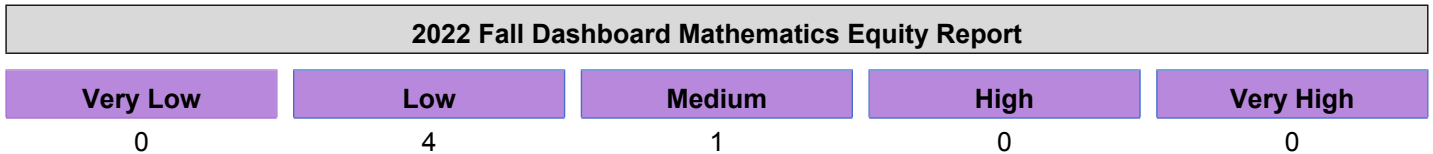
## Academic Performance Mathematics

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

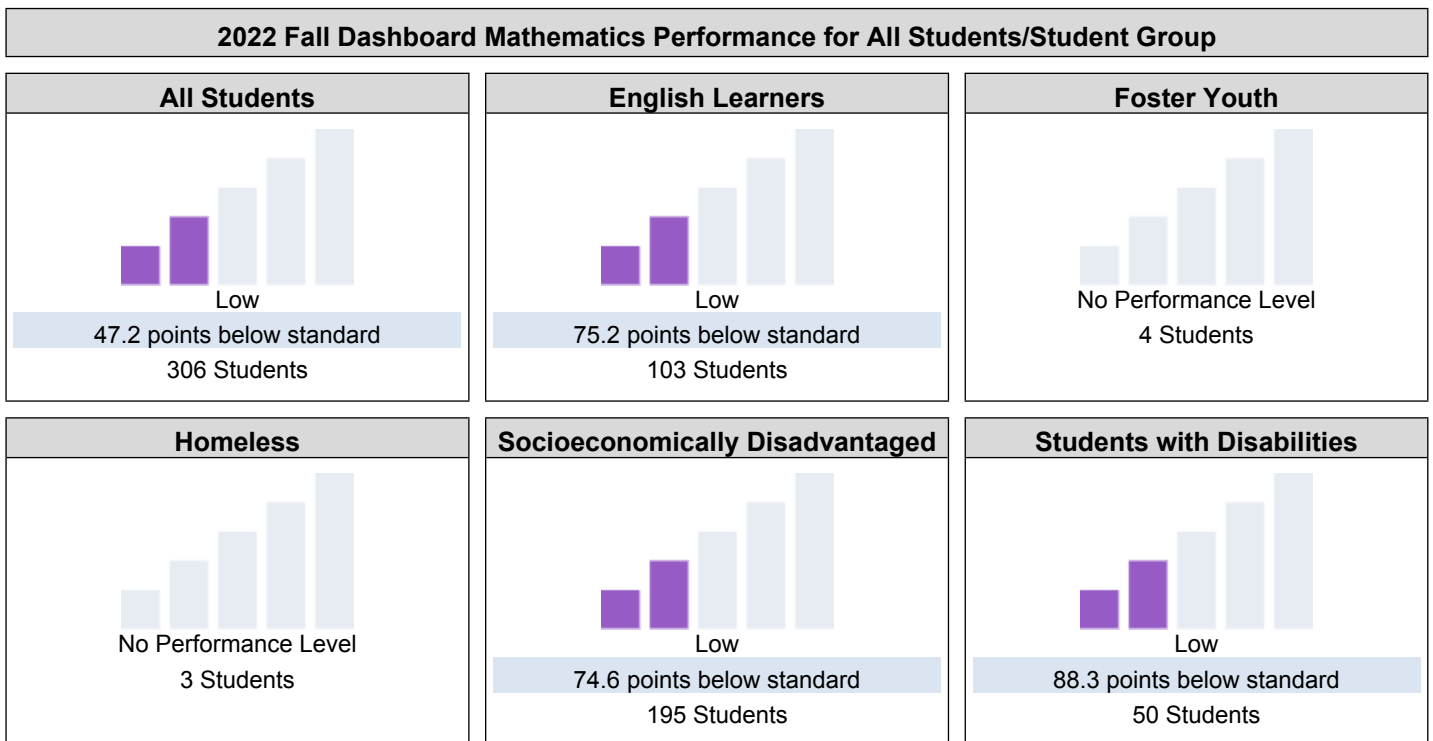
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



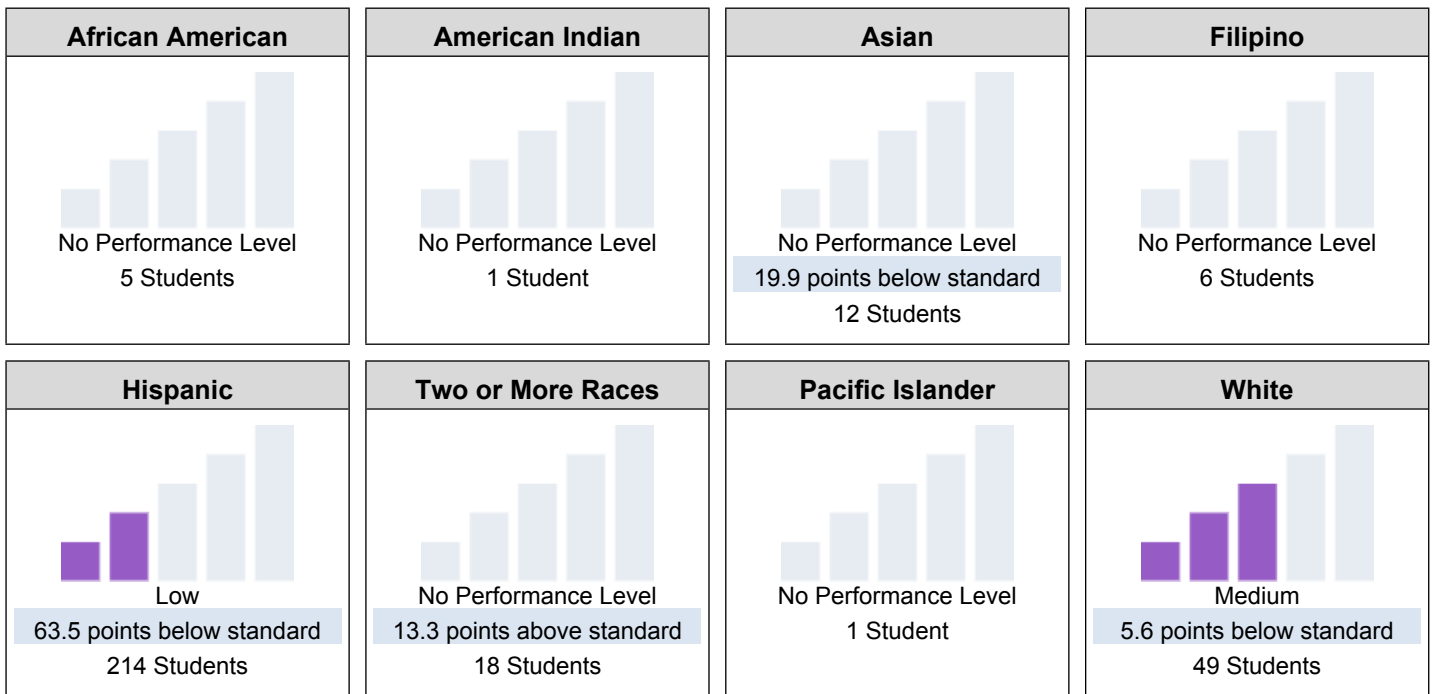
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">88.5 points below standard</p> <p>74 Students</p>	<p style="background-color: #e6f2ff;">41.4 points below standard</p> <p>29 Students</p>	<p style="background-color: #e6f2ff;">34.1 points below standard</p> <p>186 Students</p>

#### Conclusions based on this data:

1. The overall performance for all students decreased by 47 points with a status of low.
2. When comparing data for English Learners, once Reclassified students are 41.4 points below standard. A focus for more ELD support and intervention for current English Learners that were 89 points below standard (Hispanic is our largest and fastest growing subgroup).
3. Students in special categories need to be the focus of math intervention. Socioeconomically Disadvantaged were 74 points below the standard with a status of low. Students with disabilities were 88 points below standard with a status of low. English Language Learners were 75 points below standard with a status of low.

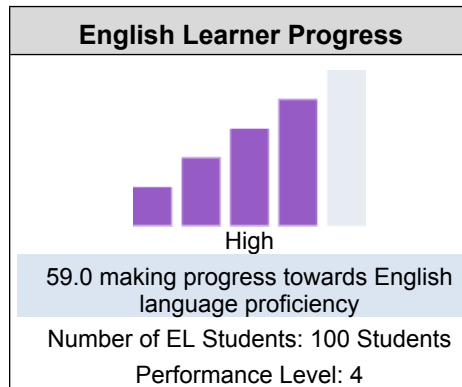
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.0%	32.0%	6.0%	53.0%

#### Conclusions based on this data:

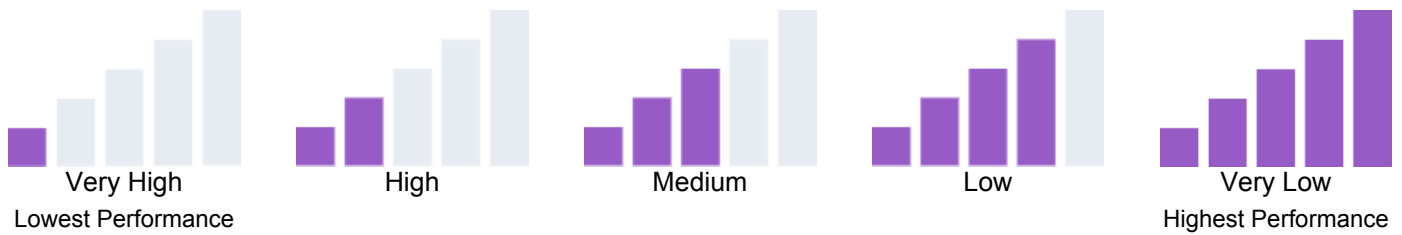
- English Learners make up approximately 23% of PVSEA's student enrollment and decreased by 5%. Of the 100 English Learners at PVSEA, 59 are making progress and 53 progressed at least one ELPI Level.
- PVSEA's English Learner success is linked to teachers continuing to provide high quality Integrated and Designated ELD Lessons to consistently support our ELs with language development.

# School and Student Performance Data

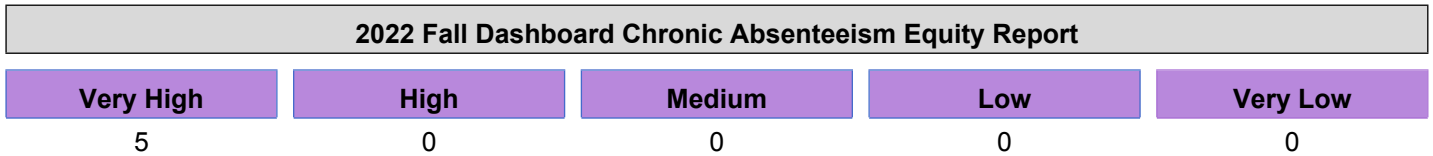
## Academic Engagement Chronic Absenteeism

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

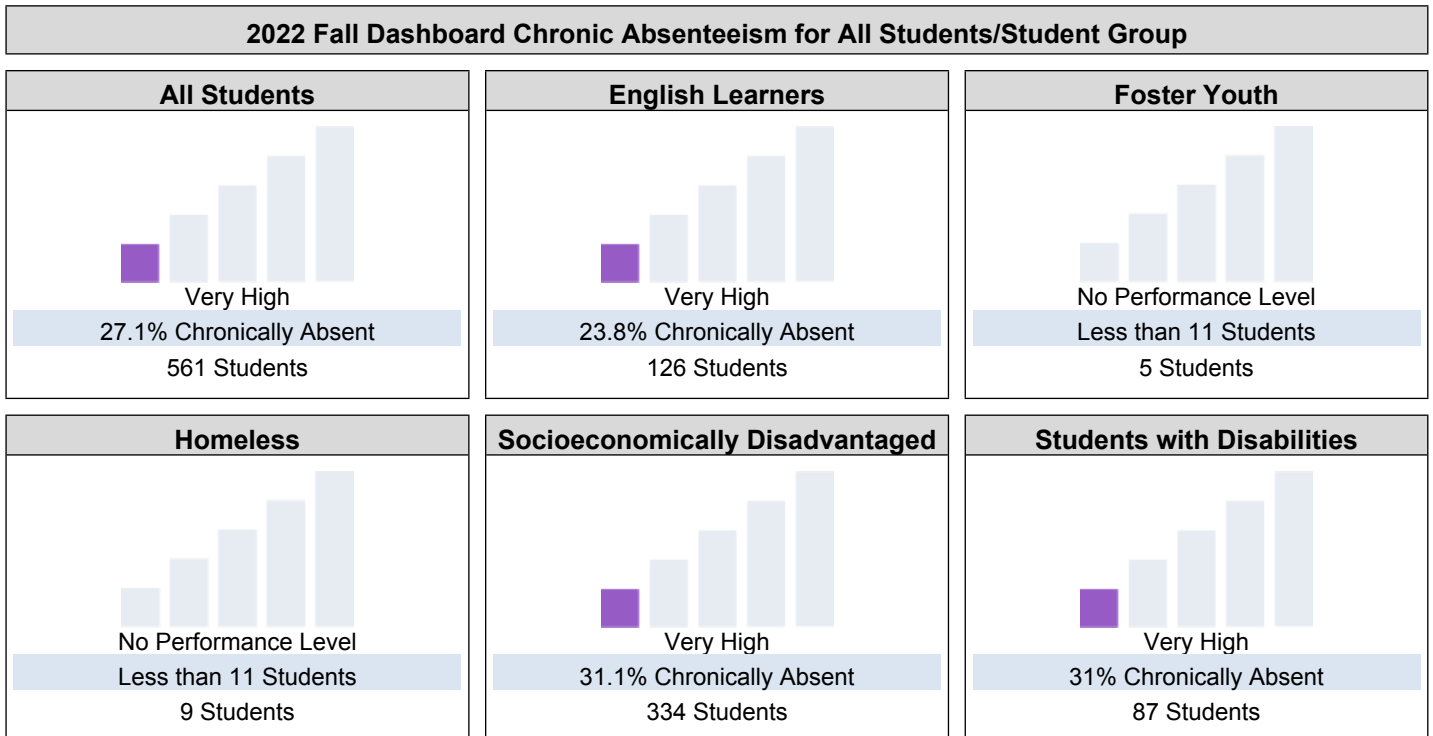
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

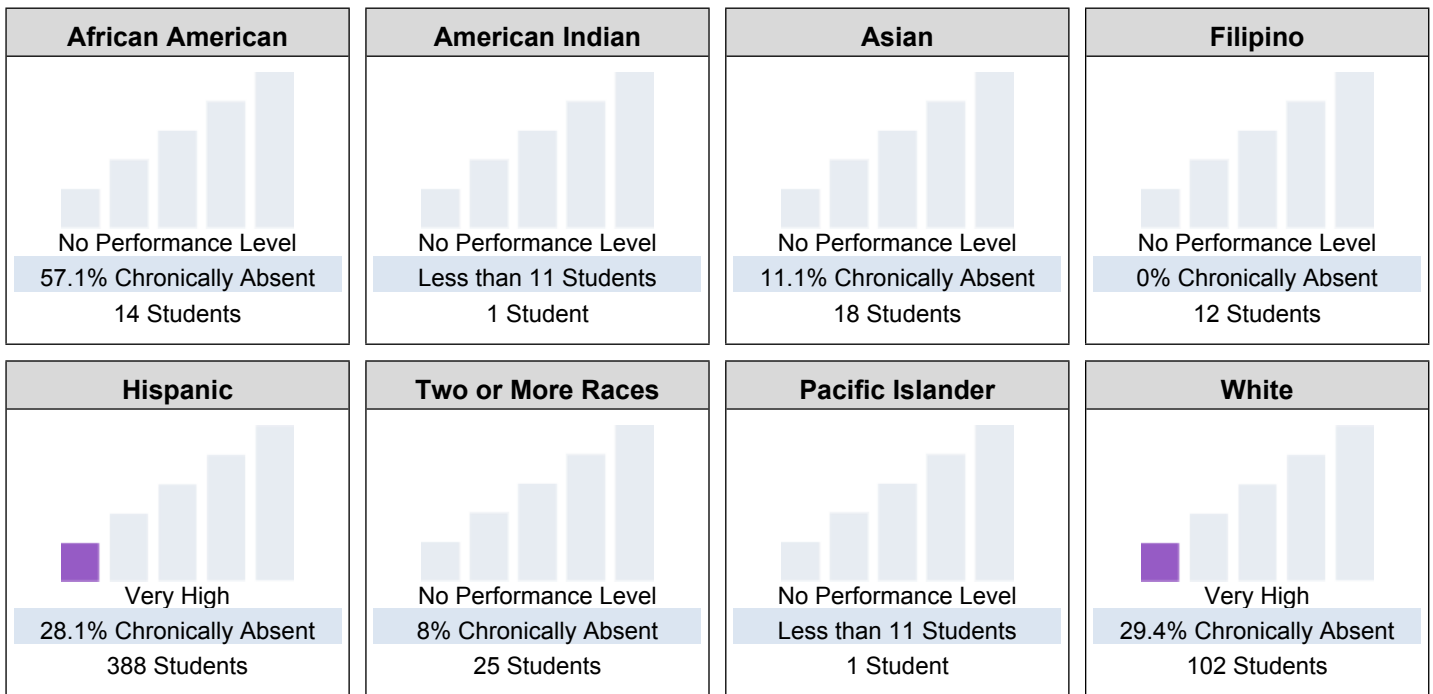


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

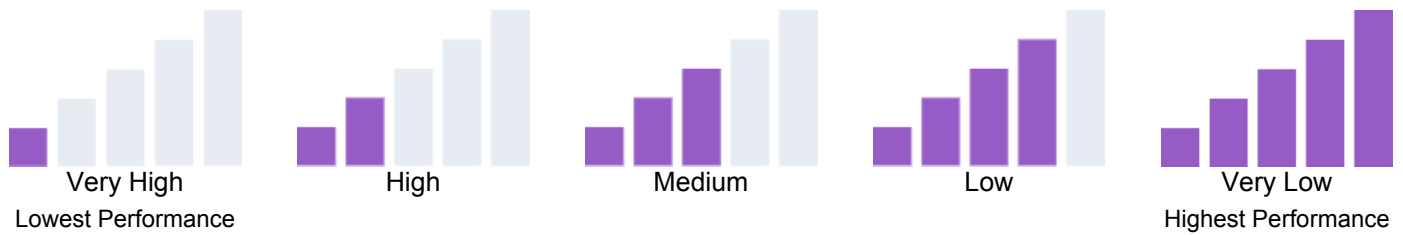
1. Chronic Absenteeism is an area of improvement for PVSEA with 27.1% of students chronically absent. Absenteeism is very high in special groups.
2. COVID-19 protocols and procedures had a significant impact on chronic absenteeism. Implementation of community circles and extra curricular activities to increase relationship building and student connectedness will be in place to boost attendance.
3. Implementation of SARB with fidelity to address chronic absenteeism will be in place.

# School and Student Performance Data

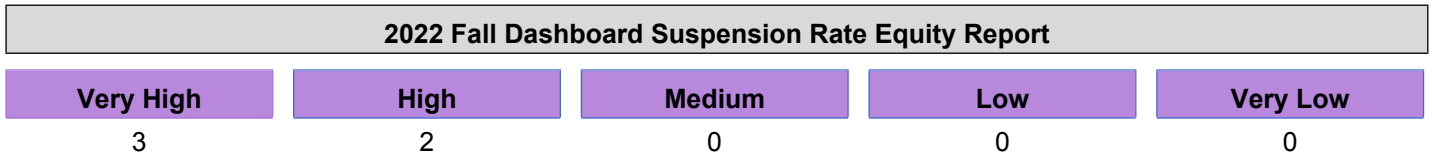
## Conditions & Climate Suspension Rate

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

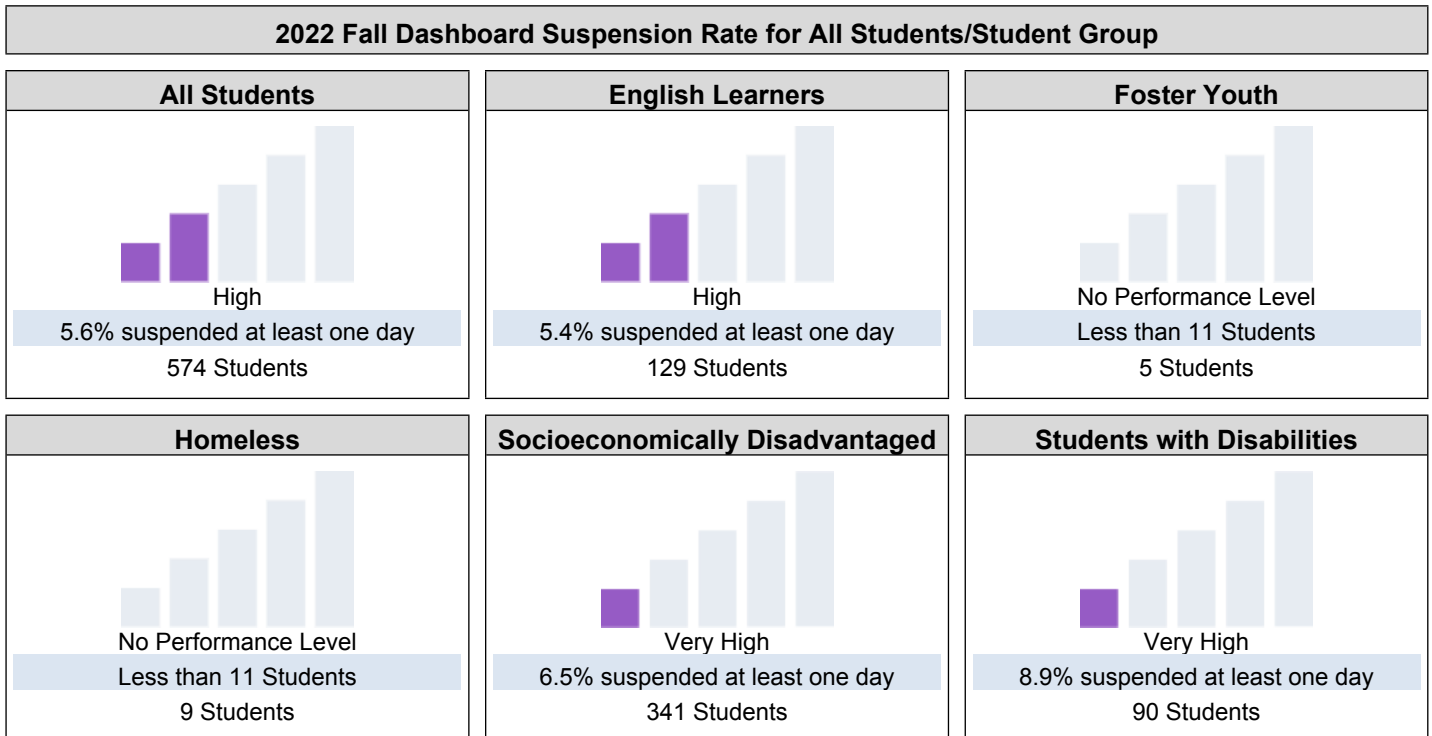
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



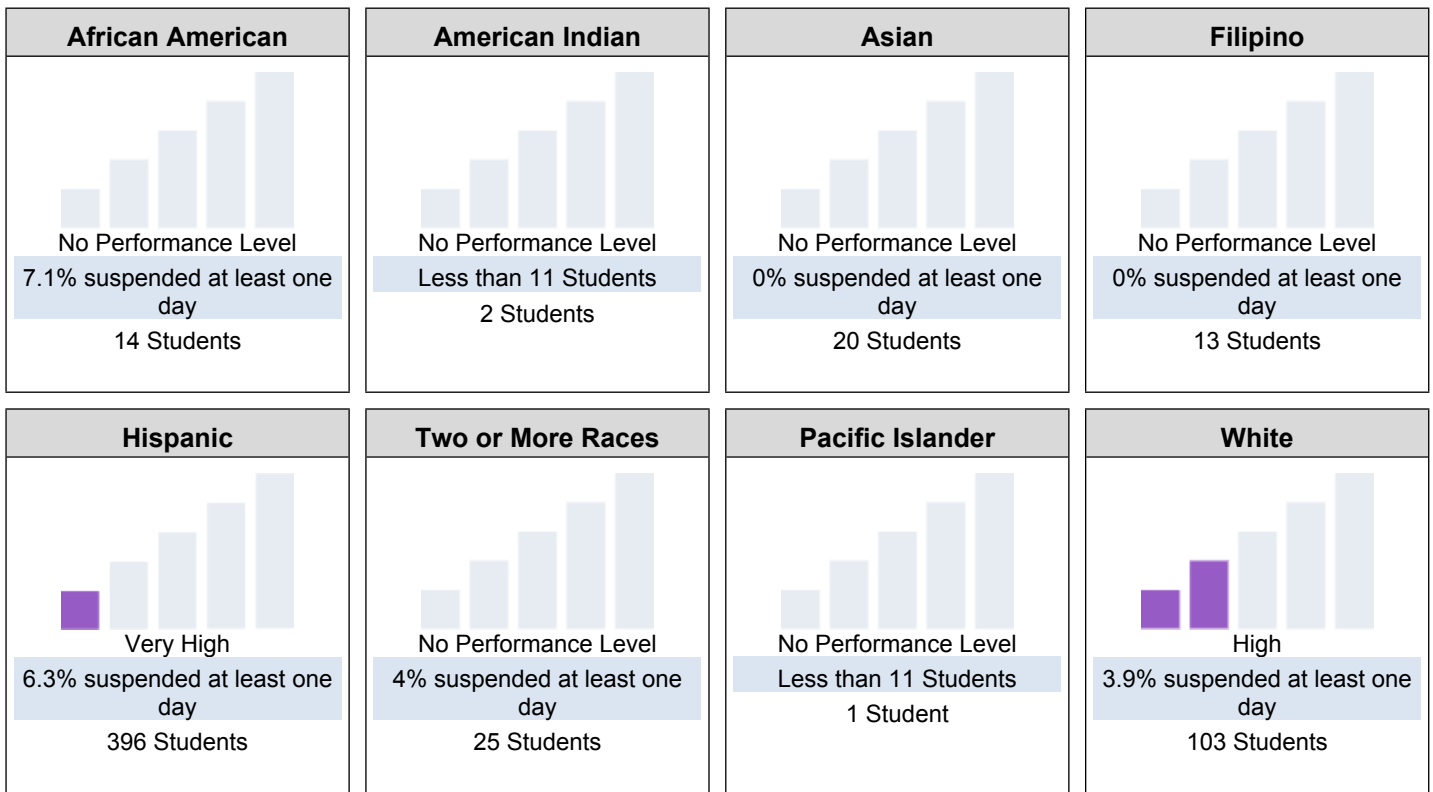
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. PVSEA's Suspension Rates are high for all students. It is very high for English Language Learners, Socially Disadvantaged, and Hispanic students.
2. PVSEA's implementation of Restorative Justice, Community Circles, Positive Behavior Intervention Systems and fostering relationships with students will help decrease the number of behavioral incidents on campus. PVSEA's alternatives to suspension have increased student accountability and will decrease the need to suspend.
3. PVSEA will engage in professional development in the areas of equity and trauma informed behavior intervention systems.

# 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	39% met and exceeded in ELA.	Improve percentage of students meeting and exceeding in ELA
CAASPP Mathematics	26% met and exceeded in Math.	Improve percentage of students meeting and exceeding in Math
IXL Reading	Due to a shift in metric, we are establishing a baseline.	Improve percentage of students meeting and exceeding in Reading
IXL Mathematics	Due to a shift in metric, we are establishing a baseline.	Improve percentage of students meeting and exceeding in Math
ELPAC	Overall Score: K- 1430, 2nd - 1505, 3rd - 1491, 4th - 1512 , 5th - 1541, 6th- 1517 (1st, 7th and 8th grades' scores not numerically significant).	Maintain or 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**

Certificated and Classified personnel to provide targeted support to increase academic 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)

50860

Title I/SWP  
1000-1999: Certificated Personnel Salaries  
Provide certificated Title I teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math.

8800

Title I/SWP  
3000-3999: Employee Benefits  
Benefits for certificated Title I Teachers (4)

**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)

3387

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 Academic 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.
16,000	Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide AVID professional development, pay fees, costs associated with AVID.
113	Title I/SWP 3000-3999: Employee Benefits Benefits for substitutes to allow release time.

### Strategy/Activity 3

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

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

Targeted support

#### Strategy/Activity

Provide after school tutoring for targeted student populations

#### 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)
3931	P102-Tutoring 1000-1999: Certificated Personnel Salaries Salary for hourly pay for teachers to serve as after school math interventions, homework club, etc.,
1125	P102-Tutoring 3000-3999: Employee Benefits Benefits for hourly pay for teachers to serve as tutors.

### Strategy/Activity 4

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

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

Targeted students in grades K/1/2/3/4/5/6/7/8

Strategy/Activity

Acquire AVID membership aimed at increasing access and understanding of grade level standards across all curricular areas

**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)

7500

Source(s)

Title I/SWP  
5800: Professional/Consulting Services And Operating Expenditures  
AVID fees and consulting

**Strategy/Activity 5**

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

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

School wide

Strategy/Activity

Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, agenda books, math and reading intervention materials, additional reading books, math manipulatives, software applications, etc.,).

**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)

6000

Source(s)

Title I/SWP  
4000-4999: Books And Supplies  
Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,).

**Strategy/Activity 6**

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

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

School wide

Strategy/Activity

Data Days

### 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)

0

Source(s)

None Specified

District Provided sub for the teacher to review student data two times per year to review students academic data to ensure students academic needs are being met, ensuring proper intervention and enrichment support.

### Strategy/Activity 7

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

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

School wide

Strategy/Activity

Instructional Coaches- TOSAs

### 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)

0

Source(s)

None Specified

District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles.

## Annual Review

### SPSA Year Reviewed: 2022-23

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 partially conducted as outlined in the 2022-2023 School Plan for Student Achievement. The goal to increase student achievement continues to be the 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.

The budget expenditures were partially in alignment with intended strategies and activities. The continued work of reflection and data analysis will assist the site teams in continuing to identify needs to increase student achievement. The intended implementation and 2022-2023 budgeted expenditures and material differences are reflected below:

Title I/SWP, 1000 - 1999: Certificated Personnel Salaries to include benefits - Total Budget \$113,070 Expenditure \$138,969.26 The overage was related to additional intervention supports provided by Teachers for Title I intervention, ELD, and Release time to assist with student needs.

P112- LCAP, Tutoring for AVID and After School Tutoring- \$6110. Expenditure \$2432.32. The difference was related to not being able to get certificated or AVID personnel to host after-school tutoring.

Title I/SWP, 5800: Professional/Consulting Services and Operating Expenditures - Total Budget \$18000. Expenditure \$0. The program was not purchased.

Title I/SWP, 4000-4999: Books and Supplies - Total Budget \$63,603. Expenditure \$14,326.

Title I/SWP, 5000-5999: Services and Other Operating Expenditures \$31,800. Expenditure \$34480.

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 2022-23 to solidify after-school interventions and club positions. Certificated teachers have filled tutoring positions. PVSEA is offering after-school math intervention for grades 3rd- 6th once per week. Funds were allocated to provide students with outside academic experiences that will result in improved academic achievement. In addition, Data Days and Certificated Instructional Coaches have been added to the plan.

# 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
Student Survey	Baseline to be established this year with Healthy Kids Survey	Increase the percentage of students who answer positively regarding school connectedness questions.
Student Attendance Rates	92 % attendance rate in 22/23 for elementary 93% attendance rate in 22/23 for middle school	Increase the rate of attendance. Students and families who have participated in engagement conferences will demonstrate an improvement in attendance and engagement.
Suspension rates	% suspension rate in 22/23	Decrease suspension rate.

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)

All students

### Strategy/Activity

Provide positive behavioral support 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)
2270.00	P203 Connectedness 5800: Professional/Consulting Services And Operating Expenditures Provide assemblies and school wide activities to further student learning on health and character education (i.e. Guest Speakers, Anti-Bullying Program, etc.)
4100.00	P203 Connectedness 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 Pride Awards, Superstar Scholar of the Week Awards, promotion, playground equipment, 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)
6000	P203 Connectedness 1000-1999: Certificated Personnel Salaries Provide stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate, Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.)
1300	P203 Connectedness 3000-3999: Employee Benefits

	Provide benefits for certificated employees offering enrichment opportunities.
500	P203 Connectedness 4000-4999: Books And Supplies Provide materials to increase student connectedness to colleges and support the AVID movement (i.e. college pennants and banners)
2800	P203 Connectedness 5000-5999: Services And Other Operating Expenditures Provide excursions that promote student enrichment and connectedness opportunities (registration, entrance fees, etc.)

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Provide students athletic opportunities and sports programs during and after school

#### 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)
2000	P203 Connectedness 1000-1999: Certificated Personnel Salaries Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.).
450	P203 Connectedness 3000-3999: Employee Benefits Provide benefits for coaching stipends.
500.00	P203 Connectedness 5000-5999: Services And Other Operating Expenditures Purchase leagues fee and referee fees.

### Strategy/Activity 4

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

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

All Students.

#### Strategy/Activity

Provide additional MakerSpace opportunities during lunch.

**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)
500	P206 Makerspace Supplies 4000-4999: Books And Supplies Provide materials and supplies for lunchtime MakerSpace activities.

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Provide opportunities to create cross-grade connections through student mentoring programs (that includes Big Buddy & Little Buddy programs, ASB classroom helper program, etc.,).

**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)
610	P205 Mentorship 4000-4999: Books And Supplies Provide materials and supplies mentorship opportunities (i.e. Big Buddies Programs)

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Field Trips

**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)
10527	P203 Connectedness

5700-5799: Transfers Of Direct Costs  
Field Trips as determined by teachers to  
enhance student learning and make real-world  
connections with academic standards.

## Strategy/Activity 7

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

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

Identified students

### Strategy/Activity

Social Worker

### 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)

0

Source(s)

None Specified  
None Specified  
District provided Social Worker to provide  
therapy and support for students with identified  
needs.

## Annual Review

### SPSA Year Reviewed: 2022-23

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 versus actual expenditures that were outlined in the 2022-2023 School Plan for Student Achievement. The goal is to provide a healthful environment where students feel welcomed, safe, and connected continues to be the 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.

The budget expenditures were in alignment with the intended strategies and activities. The continued work of reflection and data analysis will assist the site teams in continuing to identify needs to increase student achievement. The intended implementation and 2022-2023 budgeted expenditures are reflected below:

Title I/SWP, 5800 Professional Service / Consulting - Total Budget \$2000.00. Expenditure \$0.00. Additional teacher professional development opportunities and assemblies were not provided.

P201 PBIS - Total Budget \$500. Expenditure \$0.00. Attendance materials and certificates were already in supply.

P203 Connectedness - Total Budget \$17,912. Expenditure \$ 39,325 Additional materials and supplies were needed for student connectedness incentives.

Title I/SWP, 5800 Professional/Consulting \$2000. The expenditure shows \$0.00. Additional professional development opportunities were not provided with funding.

Title I/SWP, 4000-4999 Books and Supplies \$10,000. Expenditure \$0.00

P206 Makerspace Supplies 4000-4999 - Total Budget \$500. Expenditure \$505.

P205 Mentorship 4000-4999 - Total Budget \$614. Expenditure \$0.00. There were already materials on hand that were used for Peer Buddy mentorship.

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.

PVSEA will provide educational opportunities to build student connectedness, including adding a social worker to provide support and therapy to students with specific social-emotional needs.

# 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 educational partners.

## Goal 3

Increase communication and collaboration.

## Identified Need

Improve vehicles for communication with educational partners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Participation	PTA Membership baseline	Continue to increase the number of PTA members
Parent Square Tracking Reports	Due to a new district communication system, baseline will be established this year.	Increase parent/family communication, connection, interaction, and participation in our school community.
Comprehensive Needs Assessment	Increase survey responses that strongly agree or agree with the statement, "I feel the school values my input."	Maintain or 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, parent outreach, and parent education opportunities to increase educational partner 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)

500.00

Source(s)

Title I/SWP  
4000-4999: Books And Supplies  
Provide incentives for parent workshops to increase attendance at family nights 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

Provide a parent liaison position to increase communication with families regarding academics and school programs to support 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)

0

Source(s)

None Specified  
None Specified  
District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement.

## Annual Review

### SPSA Year Reviewed: 2022-23

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 some strategies / activities were conducted as outlined in the 2022-2023 School Plan for Student Achievement. The goal to increase communication and collaboration continues to be the 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.

The budget expenditures were in alignment with intended strategies and activities. The continued work of reflection and data analysis will assist the site teams in continuing to identify needs to increase student achievement. The intended implementation and 2022-2023 budgeted expenditures are reflected below:

Title I/SWP, 2000-3999- Total Budget \$25000.00. Expenditure \$3467.00. Remaining balance was due to a late hire of a temporary Family Liaison.

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.

PVSEA will hire a classified employee for 6 hours per day to serve as a parent liaison to increase parent outreach and communication to increase student achievement.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,773.00

## 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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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 (\$)
None Specified	\$0.00
P102-Tutoring	\$5,056.00
P203 Connectedness	\$30,447.00
P205 Mentorship	\$610.00
P206 Makerspace Supplies	\$500.00
Title I/SWP	\$96,160.00

Subtotal of state or local funds included for this school: \$132,773.00

Total of federal, state, and/or local funds for this school: \$132,773.00

# 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	96160	0.00
P102-Tutoring	5056	0.00
P203 Connectedness	30447	0.00
P205 Mentorship	610	0.00
P206 Makerspace Supplies	500	0.00

## Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
P102-Tutoring	5,056.00
P203 Connectedness	30,447.00
P205 Mentorship	610.00
P206 Makerspace Supplies	500.00
Title I/SWP	96,160.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	66,178.00
3000-3999: Employee Benefits	11,788.00
4000-4999: Books And Supplies	12,210.00
5000-5999: Services And Other Operating Expenditures	3,300.00
5700-5799: Transfers Of Direct Costs	10,527.00
5800: Professional/Consulting Services And Operating Expenditures	28,770.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	P102-Tutoring	3,931.00
3000-3999: Employee Benefits	P102-Tutoring	1,125.00
1000-1999: Certificated Personnel Salaries	P203 Connectedness	8,000.00
3000-3999: Employee Benefits	P203 Connectedness	1,750.00
4000-4999: Books And Supplies	P203 Connectedness	4,600.00
5000-5999: Services And Other Operating Expenditures	P203 Connectedness	3,300.00
5700-5799: Transfers Of Direct Costs	P203 Connectedness	10,527.00
5800: Professional/Consulting Services And Operating Expenditures	P203 Connectedness	2,270.00
4000-4999: Books And Supplies	P205 Mentorship	610.00
4000-4999: Books And Supplies	P206 Makerspace Supplies	500.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	54,247.00
3000-3999: Employee Benefits	Title I/SWP	8,913.00
4000-4999: Books And Supplies	Title I/SWP	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I/SWP	26,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,716.00
Goal 2	31,557.00
Goal 3	500.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Juanita Castro	Principal
Tenaya Nunez	Classroom Teacher
Melissa Wald	Classroom Teacher
Althea Sandrich	Classroom Teacher
Araceli Cerna	Other School Staff
Bryan Alexander	Parent or Community Member
Monique Reyes	Parent or Community Member
Amanda Geiger-Altobelli	Parent or Community Member
Jennifer Margetin	Parent or Community Member
Thea Preston	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 12/21/22.

Attested:

Principal, Juanita Castro on 12/22/23

SSC Chairperson, Bryan Alexander on 12/22/23

# 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.**

[Educational Partner 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](mailto: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](mailto: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](mailto: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.

## **Educational Partner 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 Educational Partner 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 as 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.]*