



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paradise Valley Engineering Academy	43 69583 6098271	5/18/24	6/18/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Paradise Valley Engineering Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Based on the CA Schools Dashboard, Paradise Valley has been identified for ATSI for the following student group(s):
English Learner, Students with Disabilities

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Paradise Valley Engineering Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Based on the CA Schools Dashboard, Paradise Valley has been identified for ATSI for the following student group(s): English Learner, Students with Disabilities

This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Actions are monitored for effectiveness through various metrics, and future plans are adjusted to ensure that they demonstrate the desired outcome.

The SPSA continues to be organized under goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure that encourages professional learning about program effectiveness in meeting common goals.

These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

When creating this plan, the following groups were surveyed (in person): School Staff, Parents, School Site Council, and English Learner Advisory Council. Each group could see the big-picture student data (iReady and CAASPP) and was asked to discuss several options to address that data.

ELAC and SSC merged meetings on 04/10 and 04/24 to view data and budget and discuss new goals and budgets. Staff and the public were mixed in with ELAC and SSC as these two meetings were a workshop model. Each group had a representative from each category: ELAC, SSC, Teacher, and Classified staff.

This plan has been approved by the staff, School Site Council, and English Learner Advisory Council. The School Site Council and ELAC were sent a draft of this document on 5/1/24 and voted to approve it in a joint meeting on 05/15/24 via Zoom.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Resource inequities are identified and addressed under the SPSA goals under which they fall. The English Learner and Students with Disabilities populations scored low on the California Schools Dashboard; therefore, this plan will address the resource inequities.

The English Learner population is small and spread out among our grade levels. Some classes have zero English Learners, and some may have two at most. This will require the school to exchange students' classroom settings for part of the day to ensure the small group receives targeted support.

The Students with Disabilities population is receiving the services listed in their IEPs. Staff will need to examine student data more closely to ensure that all needs are being met.

Due to the growing number of English Learners and Students With Disabilities populations, staff will need to continue to provide training to teachers to meet the needs of both student groups.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the California School Dashboard, Chronic Absenteeism and Suspensions fell in the Red and Orange performance categories.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups scored two or more performance levels below the "all student" performance levels on the California School Dashboard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To create goals, teams reviewed iReady data for diagnostics 1 and 2, ELPAC data, and Suspension data, and did a root cause analysis on absenteeism during the merged SSC and ELAC meetings during the month of April. During the first meeting, the teams reviewed the goals for the 23/24 SPSA; the principal discussed the goals as "moving targets," which were difficult to measure. The team split into small groups to discuss a piece of data they reported to the entire group. Each group comprised an ELAC, SSC, Teacher, and Classified representative. Members of the public were added to the teams to ensure transparency. The following data was reviewed: iReady ELA data (by grade level, by subgroup, and by specific content i.e. Phonemic Awareness), iReady Math data (by grade level, by subgroup, and by specific content), Literably data (viewed by the number of students scoring below the expected level), and Hanover parent reported questions. Each team reported their findings, asked relevant questions of the principal and teachers, and conferred with groups looking at the same category (ELA, Math, Literably, or Parent data). Groups came up with suggested guidelines for the goals. In the second meeting, the principal brought the draft goals and the budget, and the team discussed each goal, strategy, and fiscal impact. The team prioritized the needs, and the budget was allocated based on the priority brought forward. The final draft was emailed to the SSC and ELAC on May 1st, and members could bring forward any feedback by May 14th. The team voted on May 15th.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Paradise Valley Engineering Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.55%	0%	%	2	0	
African American	1.10%	1.1%	1.49%	4	4	6
Asian	4.12%	4.66%	5.46%	15	17	22
Filipino	2.75%	3.29%	2.98%	10	12	12
Hispanic/Latino	43.68%	41.37%	34.74%	159	151	140
Pacific Islander	0.55%	0.27%	0.25%	2	1	1
White	35.16%	35.34%	37.22%	128	129	150
Multiple/No Response	8.52%	9.86%	12.66%	31	36	51
Total Enrollment				364	365	403

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	55	69
Grade 1	73	56	55
Grade 2	57	76	57
Grade3	53	58	74
Grade 4	67	52	55
Grade 5	52	68	49
Total Enrollment	364	365	403

Conclusions based on this data:

1. Our student overall enrollment dropped after covid but has increased yearly since that year.
2. As of April 26, 2024 PVEA has 409 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	43	42	36	12.1%	11.8%	8.9%
Fluent English Proficient (FEP)	16	21	16	3.9%	4.4%	4.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. After reviewing each student's data in ELlevation, no students dropped in the overall ELPAC.
2. Nine students stayed at the same level, eight students who grew one level, and one student who went up two levels overall.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	68	56	58	0	56	57	0	56	57	0.0	100.0	98.3
Grade 4	55	66	50	0	62	50	0	62	50	0.0	93.9	100.0
Grade 5	68	49	68	0	49	68	0	49	68	0.0	100.0	100.0
All Grades	191	171	176	0	167	175	0	167	175	0.0	97.7	99.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2444.	2423.		30.36	24.56		32.14	19.30		14.29	24.56		23.21	31.58
Grade 4		2465.	2464.		27.42	32.00		22.58	24.00		16.13	14.00		33.87	30.00
Grade 5		2497.	2505.		20.41	23.53		32.65	26.47		18.37	22.06		28.57	27.94
All Grades	N/A	N/A	N/A		26.35	26.29		28.74	23.43		16.17	20.57		28.74	29.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		33.93	21.05		48.21	52.63		17.86	26.32
Grade 4		19.35	20.00		64.52	58.00		16.13	22.00
Grade 5		18.37	20.59		65.31	61.76		16.33	17.65
All Grades		23.95	20.57		59.28	57.71		16.77	21.71

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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		25.00	21.05		51.79	50.88		23.21	28.07
Grade 4		27.42	8.00		48.39	62.00		24.19	30.00
Grade 5		28.57	29.41		38.78	42.65		32.65	27.94
All Grades		26.95	20.57		46.71	50.86		26.35	28.57

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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		12.50	10.53		73.21	66.67		14.29	22.81
Grade 4		11.29	20.00		77.42	76.00		11.29	4.00
Grade 5		10.20	13.24		75.51	76.47		14.29	10.29
All Grades		11.38	14.29		75.45	73.14		13.17	12.57

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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		26.79	21.05		60.71	54.39		12.50	24.56
Grade 4		14.52	14.00		66.13	76.00		19.35	10.00
Grade 5		18.37	17.65		59.18	60.29		22.45	22.06
All Grades		19.76	17.71		62.28	62.86		17.96	19.43

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Conclusions based on this data:

1. Looking at the subset data, Writing is the lowest of the subsets of students scoring in the Above/At/Near.
2. Looking at the Writing subset the percentage of students in the below section increased. Writing must be addressed.
3. Looking at the CDE Dashboard the student groups titled Hispanic and Socioeconomically Disadvantaged scored the lowest.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	68	56	58	0	56	57	0	56	57	0.0	100.0	98.3
Grade 4	55	66	50	0	62	50	0	62	50	0.0	93.9	100.0
Grade 5	68	49	68	0	49	68	0	49	68	0.0	100.0	100.0
All Grades	191	171	176	0	167	175	0	167	175	0.0	97.7	99.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2441.	2419.		25.00	21.05		32.14	31.58		12.50	12.28		30.36	35.09
Grade 4		2482.	2502.		27.42	34.00		24.19	26.00		25.81	28.00		22.58	12.00
Grade 5		2481.	2506.		22.45	27.94		14.29	14.71		26.53	23.53		36.73	33.82
All Grades	N/A	N/A	N/A		25.15	27.43		23.95	23.43		21.56	21.14		29.34	28.00

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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		30.36	28.07		44.64	40.35		25.00	31.58
Grade 4		37.10	40.00		35.48	46.00		27.42	14.00
Grade 5		18.37	27.94		48.98	42.65		32.65	29.41
All Grades		29.34	31.43		42.51	42.86		28.14	25.71

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.07	26.32		30.36	42.11		28.57	31.58
Grade 4		16.13	24.00		61.29	54.00		22.58	22.00
Grade 5		18.37	25.00		40.82	44.12		40.82	30.88
All Grades		25.15	25.14		44.91	46.29		29.94	28.57

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.14	21.05		44.64	59.65		23.21	19.30
Grade 4		27.42	26.00		54.84	56.00		17.74	18.00
Grade 5		12.24	14.71		55.10	63.24		32.65	22.06
All Grades		24.55	20.00		51.50	60.00		23.95	20.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Third grade math overall scores are much lower than other grade levels on site.
2. Third grade scored the lowest on Concepts and Procedures.
3. Based on the CDE Dashboard our students identified as Hispanic and Socioeconomically Disadvantaged scored in the low category.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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
K	*	*	*	*	*	*	*	*	*	8	*	8
1	*	*	*	*	*	*	*	*	*	9	7	*
2	*	*	1401.0	*	*	1413.2	*	*	1388.5	*	7	12
3	*	*	*	*	*	*	*	*	*	6	*	6
4	*	*	*	*	*	*	*	*	*	8	5	5
5	*	*	*	*	*	*	*	*	*	9	8	4
All Grades										43	33	36

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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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	33.33	*	*	25.00	*	*	41.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.98	21.21	11.11	23.26	39.39	38.89	37.21	24.24	25.00	32.56	15.15	25.00	43	33	36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	8.33	*	*	33.33	*	*	16.67	*	*	41.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.28	39.39	22.22	46.51	33.33	36.11	18.60	15.15	22.22	18.60	12.12	19.44	43	33	36

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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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	8.33	*	*	33.33	*	*	58.33	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.30	9.09	2.78	13.95	30.30	30.56	27.91	36.36	36.11	48.84	24.24	30.56	43	33	36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12	
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.60	39.39	16.67	69.77	51.52	61.11	11.63	9.09	22.22	43	33	36	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.26	45.45	30.56	53.49	39.39	41.67	23.26	15.15	27.78	43	33	36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	8.33	*	*	25.00	*	*	66.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.63	12.12	5.56	41.86	60.61	58.33	46.51	27.27	36.11	43	33	36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	50.00	*	*	50.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.30	21.21	22.22	37.21	60.61	50.00	53.49	18.18	27.78	43	33	36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Based on ELPAC data the Reading Domain had the largest percentage of students in the lowest level.
2. Based on the CDE Dashboard data for English Learners 45.8% of students identified as EL are making progress towards English Proficiency.
3. Based on the CDE Dashboard data for English Learners 12.8% of students identified as ELs decreased by 1 level on the ELPAC. This equates to two students.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
365	30.4	11.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Paradise Valley Engineering Academy.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	11.5
Foster Youth		
Homeless	14	3.8
Socioeconomically Disadvantaged	111	30.4
Students with Disabilities	65	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1
Asian	17	4.7
Filipino	12	3.3
Hispanic	151	41.4
Two or More Races	36	9.9
Pacific Islander	1	0.3
White	129	35.3

Conclusions based on this data:

- 2022/23 school data for students identified as Socioeconomically Disadvantaged decreased to 30.4%.

2. There are 40 students identified as EL in 22/23. Out of those 40; 8 students are EL and have an IEP; 4 students are at risk of LTEL status.
3. For the 23/24 school year PVEA currently has 3 Newcomers.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Yellow		

Conclusions based on this data:

1. Due to the low amount of English Learner students testing in grades 3-5 Paradise Valley does not have a English Learner Progress performance level.
2. ELA and Math sections are higher than both the state and district level data.
3. Chronic absenteeism is worse than the district and state level data.

School and Student Performance Data

Academic Performance English Language Arts

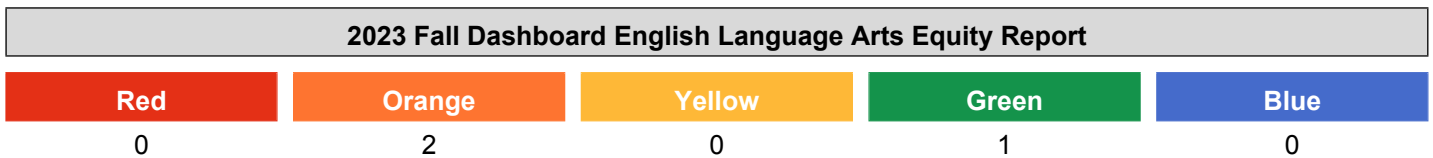
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;">All Students</p> <p style="text-align: center;"> Yellow</p> <p style="text-align: center;">2.6 points below standard Decreased -8.7 points</p> <p style="text-align: center;">170 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;">59.1 points below standard Increased +9.6 points</p> <p style="text-align: center;">25 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;"> No Performance Color</p> <p style="text-align: center;">0 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">6 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">52.8 points below standard Decreased Significantly -21.9 points</p> <p style="text-align: center;">61 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;">98.5 points below standard Decreased -14.4 points</p> <p style="text-align: center;">33 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.5 points below standard Decreased Significantly - 23.2 points 77 Students	50.1 points above standard 11 Students	Less than 11 Students 1 Student	 Green 23.7 points above standard Decreased -7.3 points 62 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.2 points below standard Decreased -15 points 13 Students	26.6 points below standard Increased Significantly +35.9 points 12 Students	7.1 points above standard Decreased -12.8 points 140 Students

Conclusions based on this data:

1. Based on this data, the number of reclassified English Learners increased significantly in the ELA section of the CAASPP.
2. Current English Learners and English Only students both decreased on the English Language Arts section. The difference between those groups was 2.2 points.
3. Students with Disabilities has the largest gap with students scoring 98.5 points below the standard. This will require a deeper look into the students' IEP goals and progress.

School and Student Performance Data

Academic Performance Mathematics

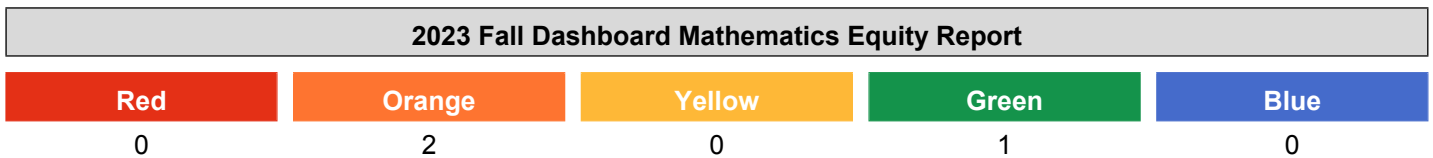
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 7.9 points below standard Maintained +0.2 points 170 Students	English Learners 75.8 points below standard Decreased -9.2 points 25 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Orange 51.3 points below standard Decreased -8.6 points 61 Students	Students with Disabilities 106.5 points below standard Decreased Significantly -19.3 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.1 points below standard Decreased -11.3 points 77 Students	51.1 points above standard 11 Students	Less than 11 Students 1 Student	 Green 13.3 points above standard Increased +4.2 points 62 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.8 points below standard Decreased Significantly -47.4 points 13 Students	35.6 points below standard Increased Significantly +32.2 points 12 Students	2.7 points above standard Maintained +0.1 points 140 Students

Conclusions based on this data:

1. The English Learner population (13 students) had the largest gap of 112.8 points below the standard.
2. Students with Disabilities (33 students) had the second largest gap of 106.5 points below the standard.
3. Math is an overall struggle for the school and will require more training for staff and intervention.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
45.8% making progress towards English language proficiency
Number of EL Students: 24 Students
Performance Level: No Performance Level

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

2023 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
3	10	0	11

Conclusions based on this data:

- 3 students decreased 1 ELPI level; 10 students maintained; and 11 students moved up at least 1 level. This is positive progress from last school year.
- Last year staff attended several short study sessions on what the ELPAC looks like with released questions which resulted in positive change.
- There are 14 students going into 4th and 5th grade considered English Learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red	 Red	 No Performance Color
26.1% Chronically Absent	43.8% Chronically Absent	0 Students
Increased 1.3	Increased 7.6	
379 Students	48 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
55% Chronically Absent	 Red	 Red
Declined -0.6	38.7% Chronically Absent	44.4% Chronically Absent
20 Students	Increased 0.8	Increased 4.2
	124 Students	72 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	27.8% Chronically Absent Increased 14.4 18 Students	8.3% Chronically Absent 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 35.9% Chronically Absent Increased 1.4 156 Students	 Orange 15.7% Chronically Absent Increased 6.8 51 Students	Less than 11 Students 1 Student	 Red 20.6% Chronically Absent Maintained -0.3 136 Students

Conclusions based on this data:

1. Students experiencing Homelessness have the highest percentage of absences.
2. Thirty five percent of Hispanic students are Chronically Absent. Based on their scores in ELA and Math staff must address this differently going forward.
3. Students with Disabilities and English Learners also have higher percentages of absences.

School and Student Performance Data

Conditions & Climate Suspension Rate

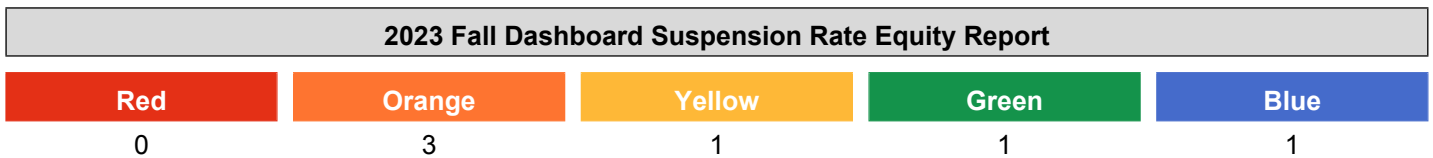
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.3% suspended at least one day</td> </tr> <tr> <td>Increased 1 395 Students</td> </tr> </tbody> </table>	All Students	 Orange	2.3% suspended at least one day	Increased 1 395 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -2 49 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -2 49 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">0 Students</td> </tr> <tr> <td></td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students	
All Students														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">8% suspended at least one day</td> </tr> <tr> <td>Increased 1.1 25 Students</td> </tr> </tbody> </table>	Homeless	8% suspended at least one day	Increased 1.1 25 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 133 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	3% suspended at least one day	Maintained 0.2 133 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.1% suspended at least one day</td> </tr> <tr> <td>Increased 1.2 78 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	5.1% suspended at least one day	Increased 1.2 78 Students	
Homeless														
8% suspended at least one day														
Increased 1.1 25 Students														
Socioeconomically Disadvantaged														
 Yellow														
3% suspended at least one day														
Maintained 0.2 133 Students														
Students with Disabilities														
 Orange														
5.1% suspended at least one day														
Increased 1.2 78 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 19 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p align="center">4.2% suspended at least one day</p> <p align="center">Increased 1.9 165 Students</p>	<p align="center"> Orange</p> <p align="center">1.9% suspended at least one day</p> <p align="center">Increased 1.9 53 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Green</p> <p align="center">0.7% suspended at least one day</p> <p align="center">Maintained 0 140 Students</p>

Conclusions based on this data:

1. There are currently 3 suspensions this school year.
2. Last school year had 9 suspensions. Five of the nine suspensions were from two students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

English Language Arts

The distance from standard for students identified as Hispanic in English Language Arts on the California School Dashboard will decrease from 46.5 points below standard by at least 10 points by June 2025.

The distance from standard for students identified as Socioeconomically Disadvantaged in English Language Arts on the California School Dashboard will decrease from 52.8 points below standard by at least 10 points by June 2025.

The distance from standard for students identified as English Learners in English Language Arts on the California School Dashboard will decrease from 89.2 points below standard by at least 10 points by June 2025.

The distance from standard for students identified as Students with Disabilities in English Language Arts on the California School Dashboard will decrease from 98.5 points below standard by at least 10 points by June 2025.

Math

The distance from standard for students identified as Hispanic in Math on the California School Dashboard will decrease from 48.1 points below standard by at least 10 points by June 2025.

The distance from standard for students identified as Socioeconomically Disadvantaged in Math on the California School Dashboard will decrease from 51.3 points below standard by at least 10 points by June 2025.

The distance from standard for students identified as English Learners in Math on the California School Dashboard will decrease from 112.8 points below standard by at least 10 points by June 2025.

The distance from standard for students identified as Students with Disabilities in Math on the California School Dashboard will decrease from 106.5 points below standard by at least 10 points by June 2025.

English Language Proficiency Assessment for California

Based on ELPAC overall data, English Learners will move up 1 level by the end of the 2024/25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California School's Dashboard students identified as Hispanic or Socioeconomically Disadvantaged scored in the Orange category for both English Language Arts and Math based on the CAASPP results. Students identified as English Learners or Students With Disabilities were identified as needing Additional Targeted Support and Improvement. Additional Targeted Support and Improvement will be addressed in the activities listed below.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data ELA	All Students- Yellow Hispanic- Orange Socioeconomically Disadvantaged- Orange White- Green Other student groups are not large enough for a performance rating	Students identified as Students with Disabilities or English Learners will increase by 10 points on English Language Arts as measured on the CAASPP. Students identified as Hispanic or Socioeconomically Disadvantaged will increase by 10 points on English Language Arts as measured on the CAASPP.
California Dashboard Data Math	All Students- Yellow Hispanic- Orange Socioeconomically Disadvantaged- Orange White- Green Other student groups were not large enough for a performance rating	Students identified as Students with Disabilities or English Learners will increase by 10 points in Math as measured on the CAASPP. Students identified as Hispanic or Socioeconomically Disadvantaged will increase by 10 points in Math as measured on the CAASPP.
Spring 2023 Literably Data	End of the Year data per grade level (on grade level/below grade level) 1st: 25 on grade level; 26 below grade level 2nd: 37 on grade level; 17 below grade level 3rd: 37 on grade level; 35 below grade level 4th: 35 on grade level; 17 below grade level 5th: 27 on grade level; 22 below grade level	All students currently on grade level for reading will continue to be on grade level or above. All students currently below grade level will increase by 1.5 years of growth in one school year.
Literacy Intervention Student Data	All students made progress except 1.	All students served in Literacy Intervention will improve in their Phonics assessments and Literably scores by 50%.
iReady Data	Based on Growth data in i-Ready from the first diagnostic to the end-of-year diagnostic: School Wide ELA Data: 67% of the school was on grade level 21% was one grade level behind 8% was two grade levels behind 4% was 3 or more grade levels behind All grade levels except 5th grade made it above 60% in the green bands by the end of the year. 5th grade was 50% School Wide Math Data: 64% of the school was on grade level	The overall green band (on grade level or above) for each grade level will increase to at least 60% of students in the green by the 2nd Diagnostic test for both English Language Arts and Math. Students in the Red band will show 60% growth in their individual scores between Diagnostic 1 and 3.

	<p>27% of the school was one grade level behind 6% of the school was two grade levels behind 3% of the school was three or more grade levels behind.</p> <p>The data is more varied in Math per grade level. Kinder: 72% is on grade level 1st: 58% is on grade level 2nd: 56% is on grade level 3rd: 58% is on grade level 4th: 60% is on grade level 5th: 66% is on grade level</p>	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Replace Teacher laptops that no longer work. These laptops are needed to present information to students, data disaggregation of testing, and for planning purposes.	All students	2400 Lottery Purchase teacher laptops to replace broken laptops
1.2	Provide substitute teachers to cover for 504, IEPs, and SST meetings Provide substitute teachers to cover so that each teacher receives Professional Development to address the EL and Students with Disabilities student groups. This will include, but not be limited to, continued PLT training (data, unpacking, creating learning progressions, common formative assessments), English Learner strategies, multi-sensory education, and early literacy skills professional development.	Underperforming students, including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	7200 LCFF Cost of substitutes to cover teachers for 504/IEPs/SSTs 9723.10 General Fund Cost of substitutes to cover the teachers for Professional Development
1.3	Continue to provide Reading Intervention and Push in to lower grade levels to ensure students are making adequate progress	All students	 Reading TOSA and MTSS para
1.4	Provide Career and College guest speakers	All Students	0 Guest speakers
1.5	Provide collaboration time and PD to disaggregate student performance levels based on ELPAC and CAASPP and plan for the next steps to address the language needs of students identified as English Learners. Continue to provide ELD based on specific student needs in both whole class and small group settings.	English Learners	0 Collaboration Time and PD for EL instruction cost in previous strategy.

1.6	Provide Instructional Support for students that need extra support based on the student group data in the California Dashboard	English Learners, Socioeconomically Disadvantaged, Students with Disabilities	2256.00 LCFF Instructional Support for students that fall under the LCFF categorical funding that are below grade level. 4872 General Fund Instructional support for students that do not fall under the LCFF categorical funding that are below grade level.
1.7	Provide learning materials for classrooms.	All Students	5000 General Fund Purchase instructional materials 5592.05 LCFF Purchase of instructional materials and supplies
1.8	Provide extra hours to Transitional Kindergarten and Kindergarten teachers so that they can test students before the school year starts. This will allow staff to teach to the standards much faster than if they did all of the testing after the school year started. It also allows for more balanced class lists.	TK and K students	380.00 LCFF Cost is for hourly pay for testing of students before the school year begins to ensure appropriate groups
1.9	Provide instructional materials and documents to students	All students	1000 General Fund Copier toner and maintenance

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school saw growth gains on iReady but did not meet the goals set for the year. The goals set were moving targets which was not easily monitored nor able to be addressed in the PLTs. The goals have been restructured to be easier to monitor and address.

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

The school was unable to get the EL Professional Development completed during the school year. The Instructional Support position did not get approved until the last couple months of school which was not enough time to provide the targeted support necessary the entire school year. Instructional Support was given but it was volunteer time so it was not as targeted as we originally planned.

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

The school will provide additional targeted support for students identified as English Learners and Students with Disabilities using a retired teacher that has both a General Education and Special Education background. This instructional support will address the needs of each student individually. Student Supervisors will also help in the TK and K classrooms in between recess and lunch schedules to allow for smaller grouping in the classrooms. The Reading Intervention teacher will push into the lower grade levels to provide more of a team teaching model to ensure student success in Universal/Tier 1 and Targeted/Tier 2.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement

The percentage of parents engaged in their child's education will increase by at least 10% as measured by Volunteer logs, Parent square data (percentage read), parent trainings, family events, and parent meetings by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote family and community engagement and participation in the education process for all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on parent data received via principal chats and Hanover results, Paradise Valley will continue the current ways of engaging with families, and will add in teaching strategy nights. Families reported that with the new phonics instruction and math curriculum they often do not know what to do when their child needs help. Due to family concerns the staff will hold these events in the mornings after drop off and in the evenings for those who work out of town.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement of parents with students with disabilities	Only 2 parents who attend HSA and Principal Chats are parents with a child that is on an IEP.	By August 2024, the principal will create a parent group for parents of students with an IEP. The group will meet monthly to learn together, ensure all events are sensory-friendly, and give input to school decisions. This will be the group's baseline year.
School Site Council	SSC met 6 times this school year to discuss plans, goals, student data, and progress on goals.	The School Site Council will continue to be informed and meet as a council to review student data and adjust and reevaluate goals throughout the year. The School Site Council will provide a brief summary for principal newsletters so that families who could not attend have a summary of the last meeting.
English Language Learner Advisory Council	ELAC met six times this school year to discuss EL needs, parent needs, student data, and progress on goals. ELPAC Study Sessions were held on Wednesday afternoons, and the turnout was much better than the previous year.	The percentage of non-Spanish speaking parents of students identified as English Learners attending the ELAC meetings will increase by 5% as measured by sign in sheets and parent identification.
Home School Club	Home School Club met at least once a month to go over events and projects. HSA items are listed below in the	The percentage of parents volunteering or attending events will

	volunteering and fundraising categories	increase by 10% as measured by using sign in sheets.
Parent Meetings, Newsletters, Workshops	Parent workshops did not happen this school year. Newsletters and Principal Chats did happen.	Monthly Principal Chats were added into the HSA meetings so that families only have to come in once a month to hear everything going on at the school. Newsletters are sent out regularly.
Volunteering	Parents volunteered in the following items: Meet the Masters, Panther Prowl, Panther Den, small group pull outs, Art Cart, Book Fairs, Fall Festival, Appreciation Week, and in their child's classroom.	Continue to bring volunteers in and find ways for those who cannot come during the school day to still volunteer.
Fundraisers	Fundraisers this school year included many dinner night outs, 2 book fairs, the Panther Prowl, and Fall Festival, and various other events.	All events that happened in the 23/24 school year will continue during the 24/25 school year with the addition of Parent's Night Out.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide transparent and timely information to the school community in multiple formats (phone, text, email) 2. Maintain student files, create items for parent involvement, and parent information in paper format	All Students	7500 Lottery Pay for copy machine items and servicing of the machines 2000 Lottery Purchase supplies needed for staff for regular school business (student files, parent newsletters, parent volunteer items, paper for the copier, etc) 500 Lottery Postage
2.2	Hold principal chats that focus on topics that were brought up during the parent needs assessment		0 None Specified
2.3	Train volunteers on strategies to use to help Newcomers learn basic English.		
2.4	Train volunteers on easy strategies to help students in ELA small groups.		
2.5	Train volunteers on how to work with students on practicing math skills.		
2.6	Provide interpreters available for all parent chats, ELAC, and SSC meetings. Language Line will be	Students identified as English Learners	

	used for all languages other than English and Spanish.		Interpretation by Liaison
2.7	Provide translation of newsletters.		
2.8	Provide parent workshops to address topics parents want to learn about. Parents will be surveyed in July 2024 about topics they want to learn in a workshop.		
2.9	Conduct targeted outreach to connect families with services based on needs.		
2.10	Provide documents to families as needed and send documents to other schools		500 General Fund Postage
2.11	Supplies for the front office (paper, toner, copier maintenance)		2922 General Fund
2.12	Create a Bridge to Middle School Motivators Group for parents of students with an IEP. This group will bridge PVEA and Britton's parents, as many will move on to Britton. Parents were surveyed in May and June 2024 about the day of the week, time, and topics. The principal will contact experts to come into the meetings to present monthly and will send out continued outreach to these parents.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent engagement increased significantly at all events and volunteering with the addition of TK classes and an added Kinder classroom. All events were well attended and positive feedback was recorded, however, the number of parents of students with IEPs was recorded as very low attendance. After speaking with several parents in the KAPPA classroom, the principal found that many events were not sensory friendly and parents felt like their was a lack of communication of what would be a friendly event. The principal discussed a group for next year which all stated would be beneficial. This is included in the 24/25 SPSA.

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

The major difference between the intended implementation was that the family teaching strategy nights did not happen this school year. This will continue into the 2024/2025 SPSA to ensure it is offered due to it being mentioned again in our survey data. Parents brainstormed topics they would like to see during a SSC and ELAC meeting. The principal will send out a google form in August to survey the parents and a plan will be put together.

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

The school will send out a google form to survey families so that it can provide strategy nights that are based on what they want to learn. The school also is creating a group for parents of students on IEPs that will meet monthly with both

the PVEA and Britton principals. This is due to the low engagement of parents with students on IEPs. The families have been surveyed and the times, days, and topics have been chosen.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Social Emotional Learning

All students who received an attendance letter during the 23/24 school year will increase their attendance by 10%, as measured using the Aeries attendance tracker.

All students will have an identified trusted adult on campus and will continue to have access to the Relaxation Room when needed. For chronically absent students, they will choose two trusted adults in case one is not available to check in weekly.

Restorative Justice practices will be used as another means of correction when students are sent to the office for behavior that can be appropriately addressed in this way.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic Absenteeism was in the red based on the California Dashboard. All student groups reported were in the red for chronic absenteeism. The California Dashboard reported that 26.1% of the school fell into this category. Suspensions fell into the orange category. The total number of suspensions for the 22/23 school year was 12, which was 1 suspension less than the previous year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data Chronic Absenteeism	All students: Red Students identified that placed in the Very High level: English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities White	As measured by the California Dashboard Data, the percentage of students identified as chronically absent will decrease by at least 5%.
California Dashboard Data Suspensions	All students: Orange Students with Disabilities: Orange, which was red the previous year Hispanic: Orange	The percentage of students identified as Students with Disabilities who are suspended will decrease by 1, as measured by the California Dashboard.

	14 total suspensions during the 22/23 school year, which was a decrease of 1 suspension from the previous year.	The percentage of students identified as Hispanic who are suspended will decrease by at least 10%, as measured by the California Dashboard.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Purchase health equipment needed for students that become ill or hurt in school.	All Students	500 General Fund Health Supplies
3.2	PVEA students will create/plan/lead and participate in SPIRIT days, assemblies, and buddy classrooms	All Students	
3.3	All students will create a college and/or career plan (3-5) or learn about college and careers (TK-2).	All students	
3.4	All classrooms will participate in activities that foster a positive school climate and character building. Staff will continue to use the Second Step Curriculum.	All students	
3.5	All students who were identified as chronically absent during the 23/24 school year will be assigned a check-in trusted adult to help reengage them in school.	All students (all groups of students fell in the red category on the CA Dashboard)	
3.6	Principal will work with families on the importance of school attendance and when to request Independent Studies	All Students	
3.7	The school will create Attendance challenges to encourage all students to come to school every day.	All students	
3.8	The school will provide access to the Relaxation Room and Wellness Counselor events	All students	General Fund
3.9	The school will hire three Student Supervisors for 3 hours, 4 days per week to support classroom instruction and student safety.	All Students	11482.80 General Fund 5317.20 LCFF
3.10	The school community will teach and model core values and expected behavior. The school will develop a robust MTSS system that includes PBIS strategies. The school will revamp the PBIS system to align with the needs that have been observed since the return from COVID.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers implemented Second Step in classrooms, continued to work on systems to ensure students felt engaged in their classrooms, and students participated in events. Attendance increased on days that were special (performances, events, spirit days).

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

Some items were not completed due to administrative staffing. The assignment of trusted adults for every chronically absent student did not happen due to the lack of staffing to ensure the data was pulled and students were met with. College and Career plans were also not completed due to the lack of staffing.

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.

Part of parent feedback during the principal chat at the end of March was that the lack of adult supervision with the increase of students in grades TK and K caused many students to get injured at recess. The staff reported that the aggressive behavior increased this school year and attributed it to the lack of supervision with too many students in one area. This is addressed by adding additional Student Supervisors to ensure that TK will have a separate recess and lunch schedule. The school has purchased more items for stations to play with during recess. Physical Education staff will also teach students games during the first few weeks of school to familiarize them with the playgrounds, positive behavior, and some games to invite others to play. Teachers will teach social skills and how to interact positively with others throughout the year. Those student supervisors will also support TK during their elective time. This will ensure more adult support during all recesses and lunches. This will allow students to practice appropriate behavior during recess and will allow more staff coaching of behavior. The school will also revamp the PBIS and MTSS systems to ensure they are positive and provide the necessary support. The school will add attendance challenges next school year to increase the number of students who attend school daily.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,145.15
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
	\$0.00
General Fund	\$35,999.90
LCFF	\$20,745.25
Lottery	\$12,400.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$69,145.15

Total of federal, state, and/or local funds for this school: \$69,145.15

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	35,999.90
LCFF	20,745.25
Lottery	12,400.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	General Fund	35,999.90
	LCFF	20,745.25
	Lottery	12,400.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,423.15
Goal 2	13,422.00
Goal 3	17,300.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Eunice Dunham	Parent or Community Member
Karie Marlin	Parent or Community Member
Tyler Allred	Parent or Community Member
Kim Sullivan	Other School Staff
Johanna Miller	Classroom Teacher
Michelle Scianna	Classroom Teacher
Amber Andrade	Principal
Rachel Wheatley	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 .

Attested:

Principal, Amber Andrade on

SSC Chairperson, Tyler Allred on

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023


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
	English Learner Advisory Committee

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 5/18/24 via zoom & in person

Attested:

	Principal, Amber Andrade on 5/18/24
	SSC Chairperson, Tyler Allred on 6/10/24