

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pleasant Valley School of Engineering and Arts	56-72553-6055412	January 16, 2025	December 13, 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 Pleasant Valley School of Engineering and Arts for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement.....	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	41
Annual Review and Update	43
Goal 1.....	43
Goal 2.....	47
Goal 3.....	52
Budget Summary	54
Budget Summary	54
Other Federal, State, and Local Funds	54
Budgeted Funds and Expenditures in this Plan.....	55
Funds Budgeted to the School by Funding Source.....	55
Expenditures by Funding Source	55
Expenditures by Budget Reference	55
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56
School Site Council Membership	57
Recommendations and Assurances	58

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 Pleasant Valley School of Engineering and Arts for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met on November 20, 2024, and the English Language Advisory Committee met on December 9, 2024 to review, discuss, plan and provide feedback for the SPSA. The SSC was sent a draft of the SPSA on December 6, 2024 to review. The SSC met again on December 13, 2024, to seek preliminary approval of the SPSA pending recommendations and approval of the ELAC. The SSC will meet throughout the school year to review, adjust, and ensure compliance with the SPSA.

Resource Inequities

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

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

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

AVID Elective: The elective spans three grade levels (6th-8th). Students are hand-selected with the intent to re-engage them in their academic careers, specifically in the areas of reading and writing.

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.

Mathematics Dashboard Indicator shows an overall 59.2 point below standard. High-quality instruction, ongoing student data analysis, in-class intervention, and after school tutoring will support student achievement in the area of mathematics. Suspension Rate Dashboard Indicator shows an overall 3.4% student suspension. Increased opportunities for student connectedness through clubs, sports, and student leadership will help increase student connectedness. Additionally, social-emotional support provided through school counseling, SEL curriculum in the classroom, and an onsite Social Worker will help to support the whole child and provide resources to families.

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.

Mathematics English Learners/Students with Disabilities (Red), Mathematics Hispanic/Socioeconomically Disadvantaged (Orange): Supports provided include, high-quality instruction, ongoing student data analysis, in-class intervention, and after school tutoring will support student achievement in the area of mathematics. Additionally, English Language

Learner after school tutoring two days per week. Chronic Absenteeism, White/English Learners & Suspension Rate, Hispanic/Students with Disabilities, White (Orange)- opportunities for student connectedness through clubs, sports, and student leadership will help increase student connectedness. Additionally incentives and rewards for attendance and academic achievement and social-emotional support provided through school counseling, SEL curriculum in the classroom, and an onsite Social Worker will help to support the whole child and provide resources to families.

Other Needs

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

CAASPP, Comprehensive Needs Assessment survey, and California Healthy Kids Survey are additional measures used to collect data on student achievement and connectedness.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pleasant Valley School of Engineering and Arts. 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	0.18%	0.75%	0.19%	1	4	1
African American	2.58%	2.05%	2.27%	14	11	12
Asian	3.51%	3.92%	4.36%	19	21	23
Filipino	2.21%	2.05%	2.46%	12	11	13
Hispanic/Latino	69.00%	69.4%	70.08%	374	372	370
Pacific Islander	0.18%	0%	%	1	0	
White	17.71%	17.35%	17.99%	96	93	95
Multiple	4.61%	4.48%	2.65%	25	24	14
Total Enrollment				542	536	528

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	80	59
Grade 1	59	65	48
Grade 2	59	52	59
Grade3	48	66	53
Grade 4	61	55	69
Grade 5	68	61	50
Grade 6	62	49	56
Grade 7	58	65	47
Grade 8	38	43	59
Total Enrollment	542	536	528

Conclusions based on this data:

- Total student enrollment continues to remain steady with insignificant fluctuation over the years (a decrease of students 2022-2023 to 2023-24). Student enrollment is directly related to PVSEA's continued focus to improve its academic program, ensuring Excellence for All, and marketing its brand to attract new families and not lose students to intra-district transfer.

2. PVSEA's Hispanic/Latino population continues to be the fastest growing student group making up 70.08% of our student population (an increase of 0.68% from 2022-23 to 2023-24).
3. PVSEA's enrollment student retention has about 10% inconsistency grade to grade with exception of Kindergarten. Overall, this has been consistent across all grades.

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	122	116	107	21.60%	22.5%	20.3%
Fluent English Proficient (FEP)	50	48	49	9.80%	9.2%	9.3%
Reclassified Fluent English Proficient (RFEP)	6	13	10	9.6%	4.9%	

Conclusions based on this data:

1. English Learners make up approximately 20% of PVSEA's student enrollment and decreased by 2%.
2. PVSEAs FEP numbers remain consistent at 9% and reclassification numbers in-decreased by ____
3. PVSEA's RFEP success is linked to teachers continuing to provide high quality Integrated and Designated ELD lessons to consistently support our ELs with language development.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51	66	58	50	66	55	50	66	55	98.0	100.0	94.8
Grade 4	62	56	69	61	55	69	61	55	69	98.4	98.2	100
Grade 5	66	63	50	63	63	48	63	63	48	95.5	100.0	96
Grade 6	58	48	64	57	48	59	57	48	59	98.3	100.0	92.2
Grade 7	52	63	46	52	63	42	52	63	42	100.0	100.0	91.3
Grade 8	37	43	61	34	43	59	34	43	59	91.9	100.0	96.7
All Grades	326	339	348	317	338	332	317	338	332	97.2	99.7	95.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2374.	2398.	2402.	6.00	19.70	14.55	14.00	15.15	27.27	40.00	22.73	29.09	40.00	42.42	29.09
Grade 4	2481.	2420.	2449.	22.95	10.91	26.09	31.15	14.55	17.39	26.23	27.27	17.39	19.67	47.27	39.13
Grade 5	2491.	2492.	2493.	7.94	15.87	18.75	39.68	33.33	29.17	25.40	22.22	27.08	26.98	28.57	25.00
Grade 6	2530.	2494.	2516.	19.30	8.33	6.78	33.33	18.75	38.98	22.81	43.75	30.51	24.56	29.17	23.73
Grade 7	2569.	2544.	2541.	17.31	14.29	9.52	51.92	31.75	35.71	15.38	31.75	35.71	15.38	22.22	19.05
Grade 8	2601.	2572.	2587.	29.41	11.63	23.73	32.35	39.53	32.20	23.53	34.88	28.81	14.71	13.95	15.25
All Grades	N/A	N/A	N/A	16.40	13.91	17.17	34.07	25.15	29.52	25.55	29.59	27.41	23.97	31.36	25.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.00	15.15	12.73	70.00	48.48	65.45	24.00	36.36	21.82
Grade 4	19.67	7.27	15.94	70.49	74.55	59.42	9.84	18.18	24.64
Grade 5	12.70	15.87	18.75	66.67	63.49	62.50	20.63	20.63	18.75
Grade 6	26.32	8.33	11.86	43.86	54.17	57.63	29.82	37.50	30.51
Grade 7	25.00	12.70	9.52	59.62	65.08	76.19	15.38	22.22	14.29
Grade 8	23.53	11.63	23.73	55.88	60.47	52.54	20.59	27.91	23.73
All Grades	18.61	12.13	15.66	61.51	60.95	61.45	19.87	26.92	22.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.00	13.64	7.27	60.00	51.52	61.82	38.00	34.85	30.91
Grade 4	13.11	10.91	13.04	77.05	54.55	56.52	9.84	34.55	30.43
Grade 5	17.46	7.94	12.50	58.73	74.60	64.58	23.81	17.46	22.92
Grade 6	24.56	4.17	13.56	52.63	66.67	62.71	22.81	29.17	23.73
Grade 7	25.00	19.05	26.19	63.46	53.97	54.76	11.54	26.98	19.05
Grade 8	41.18	18.60	32.20	50.00	72.09	55.93	8.82	9.30	11.86
All Grades	19.24	12.43	17.17	61.20	61.54	59.34	19.56	26.04	23.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.00	13.64	7.27	74.00	62.12	81.82	20.00	24.24	10.91
Grade 4	18.03	1.82	18.84	73.77	83.64	55.07	8.20	14.55	26.09
Grade 5	6.35	19.05	20.83	87.30	65.08	54.17	6.35	15.87	25.00
Grade 6	17.54	6.25	6.78	71.93	83.33	76.27	10.53	10.42	16.95
Grade 7	17.31	6.35	9.52	73.08	76.19	71.43	9.62	17.46	19.05
Grade 8	17.65	13.95	13.56	64.71	62.79	74.58	17.65	23.26	11.86
All Grades	13.56	10.36	12.95	75.08	71.89	68.67	11.36	17.75	18.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.00	15.15	16.36	64.00	66.67	63.64	30.00	18.18	20.00
Grade 4	22.95	1.82	14.49	67.21	70.91	63.77	9.84	27.27	21.74
Grade 5	14.29	17.46	16.67	69.84	63.49	68.75	15.87	19.05	14.58
Grade 6	19.30	6.25	16.95	61.40	72.92	67.80	19.30	20.83	15.25
Grade 7	21.15	25.40	19.05	63.46	55.56	73.81	15.38	19.05	7.14
Grade 8	29.41	18.60	23.73	64.71	74.42	64.41	5.88	6.98	11.86
All Grades	18.30	14.50	17.77	65.30	66.57	66.57	16.40	18.93	15.66

Conclusions based on this data:

- Forty six percent of PVSEA students tested met or exceeded standards on the ELA CAASPP which is a seven percent increase from the previous year. Twenty-seven percent nearly met standards in the ELA CAASPP which is a 2 percent decrease from the previous year. Twenty-two percent did not meet standards on the ELA CAASPP which is a four percent decrease from the previous year.
- School-wide data demonstrates that number of students exceeding, at or near in three of four domains increased or nearly remained the same: reading (77%, increase of 4%), Writing (76%, increase of 3%), research & inquiry (84%, increase of 3%). Based on student data writing will be a significant area of focus in the 24-25 school year due to nearly 1 of 4 students falling below grade-level standard.
- School-wide in the listening domain, students exceeding standard increased by 2%, and those at or near there was a decrease of 3%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51	66	58	50	66	57	50	66	57	98.0	100.0	98.3
Grade 4	62	56	69	62	56	69	62	56	69	100.0	100.0	100
Grade 5	66	63	50	64	63	50	64	63	50	97.0	100.0	100
Grade 6	58	48	64	58	48	63	58	48	63	100.0	100.0	98.4
Grade 7	52	63	46	52	63	46	52	63	46	100.0	100.0	100
Grade 8	37	43	62	34	43	61	34	43	61	91.9	100.0	98.4
All Grades	326	339	349	320	339	346	320	339	346	98.2	100.0	99.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2407.	2425.	2412.	12.00	19.70	5.26	22.00	24.24	36.84	32.00	25.76	29.82	34.00	30.30	28.07
Grade 4	2468.	2448.	2461.	22.58	7.14	23.19	20.97	25.00	15.94	35.48	39.29	27.54	20.97	28.57	33.33
Grade 5	2499.	2478.	2480.	20.31	12.70	18.00	21.88	17.46	14.00	32.81	31.75	34.00	25.00	38.10	34.00
Grade 6	2476.	2459.	2441.	6.90	4.17	4.76	20.69	6.25	11.11	24.14	39.58	20.63	48.28	50.00	63.49
Grade 7	2492.	2477.	2474.	5.77	7.94	6.52	7.69	12.70	10.87	36.54	25.40	28.26	50.00	53.97	54.35
Grade 8	2516.	2485.	2478.	14.71	2.33	6.56	17.65	13.95	9.84	8.82	20.93	26.23	58.82	62.79	57.38
All Grades	N/A	N/A	N/A	14.06	9.73	10.98	18.75	17.11	16.47	29.69	30.38	27.46	37.50	42.77	45.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	25.76	26.32	44.00	51.52	49.12	36.00	22.73	24.56
Grade 4	25.81	14.29	23.19	54.84	60.71	37.68	19.35	25.00	39.13
Grade 5	23.44	12.70	16.00	51.56	53.97	52.00	25.00	33.33	32.00
Grade 6	5.17	6.25	3.17	44.83	37.50	34.92	50.00	56.25	61.90
Grade 7	5.77	4.76	6.52	57.69	44.44	39.13	36.54	50.79	54.35
Grade 8	8.82	2.33	4.92	44.12	39.53	37.70	47.06	58.14	57.38
Grade 11									
All Grades	15.63	11.80	13.58	50.00	48.67	41.33	34.38	39.53	45.09

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.00	18.18	10.53	46.00	53.03	57.89	38.00	28.79	31.58
Grade 4	11.29	10.71	21.74	51.61	53.57	47.83	37.10	35.71	30.43
Grade 5	17.19	7.94	20.00	53.13	57.14	44.00	29.69	34.92	36.00
Grade 6	8.62	4.17	7.94	48.28	58.33	38.10	43.10	37.50	53.97
Grade 7	9.62	12.70	2.17	50.00	44.44	50.00	40.38	42.86	47.83
Grade 8	14.71	6.98	8.20	50.00	53.49	65.57	35.29	39.53	26.23
All Grades	12.81	10.62	12.14	50.00	53.10	50.58	37.19	36.28	37.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	21.21	14.04	62.00	56.06	57.89	28.00	22.73	28.07
Grade 4	22.58	3.57	24.64	56.45	66.07	43.48	20.97	30.36	31.88
Grade 5	14.06	11.11	14.00	67.19	53.97	56.00	18.75	34.92	30.00
Grade 6	5.17	6.25	1.59	67.24	56.25	57.14	27.59	37.50	41.27
Grade 7	5.77	7.94	4.35	61.54	57.14	58.70	32.69	34.92	36.96
Grade 8	8.82	2.33	6.56	70.59	72.09	54.10	20.59	25.58	39.34
All Grades	11.56	9.44	11.27	63.75	59.59	54.05	24.69	30.97	34.68

Conclusions based on this data:

- 27.45 percent of PVSEA students tested met or exceeded standards in Mathematics CAASPP overall, which is an 3.61 percent increase. Twenty-seven percent of students tested nearly met standards in Mathematics CAASPP, which is a three percent decrease from the previous year. Forty-five percent of students tested did not meet standards in Mathematics CAASPP, which is a three percent increase from the previous year.
- School-wide data demonstrates that the number of students exceeding, at or near standard increased in the domain of Problem Solving & Modeling/Data Analysis (62%, decrease 1%) and in the domain of Communicating

Reasoning (70%, increase 1%). Based on student data Concepts & Procedures will be a significant area of focus in the 24-25 school year due to 45% of students falling below grade-level standard.

3. School-wide data demonstrates that the number of students below standard in the domains reflected the following changes from the previous year: Problem Solving & Modeling/Data Analysis (37%, increase 1%), and Communicating Reasoning (34%, increase 4%).

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1429.8	*	1341.6	1433.6	*	1354.9	1420.5	*	1310.6	13	9	18
1	*	1452.7	*	*	1474.2	*	*	1430.8	*	8	12	6
2	1504.6	*	1421.3	1508.2	*	1427.0	1500.8	*	1415.1	16	7	16
3	1491.4	1487.7	*	1495.6	1492.6	*	1486.9	1482.5	*	14	18	9
4	1512.3	1475.2	1511.6	1516.9	1483.8	1516.8	1507.2	1466.1	1505.8	19	18	16
5	1541.2	1535.2	1514.3	1538.8	1551.1	1529.1	1543.0	1518.8	1499.2	19	16	19
6	1517.0	*	1480.3	1509.6	*	1481.0	1523.9	*	1479.4	13	9	15
7	*	1543.1	1498.5	*	1538.8	1482.6	*	1546.8	1513.8	9	12	11
8	*	*	*	*	*	*	*	*	*	8	7	10
All Grades										119	108	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	*	11.11	23.08	*	16.67	38.46	*	27.78	15.38	*	44.44	13	*	18
1	*	8.33	*	*	25.00	*	*	58.33	*	*	8.33	*	*	12	*
2	18.75	*	6.25	62.50	*	50.00	18.75	*	12.50	0.00	*	31.25	16	*	16
3	7.14	11.11	*	42.86	44.44	*	50.00	33.33	*	0.00	11.11	*	14	18	*
4	15.79	0.00	6.25	42.11	44.44	75.00	31.58	38.89	12.50	10.53	16.67	6.25	19	18	16
5	31.58	25.00	21.05	52.63	50.00	47.37	15.79	25.00	15.79	0.00	0.00	15.79	19	16	19
6	15.38	*	13.33	38.46	*	40.00	30.77	*	13.33	15.38	*	33.33	13	*	15
7	*	16.67	18.18	*	50.00	18.18	*	25.00	18.18	*	8.33	45.45	*	12	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.17	11.11	10.83	45.38	46.30	43.33	27.73	33.33	18.33	6.72	9.26	27.50	119	108	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	16.67	53.85	*	27.78	15.38	*	22.22	15.38	*	33.33	13	*	18
1	*	16.67	*	*	66.67	*	*	8.33	*	*	8.33	*	*	12	*
2	62.50	*	37.50	18.75	*	31.25	12.50	*	0.00	6.25	*	31.25	16	*	16
3	14.29	50.00	*	57.14	27.78	*	28.57	11.11	*	0.00	11.11	*	14	18	*
4	31.58	27.78	37.50	42.11	50.00	50.00	21.05	11.11	6.25	5.26	11.11	6.25	19	18	16
5	42.11	50.00	57.89	52.63	43.75	21.05	5.26	6.25	5.26	0.00	0.00	15.79	19	16	19
6	30.77	*	33.33	38.46	*	26.67	15.38	*	13.33	15.38	*	26.67	13	*	15
7	*	33.33	36.36	*	50.00	9.09	*	8.33	9.09	*	8.33	45.45	*	12	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.13	34.26	35.00	42.86	46.30	30.83	15.13	12.96	9.17	5.88	6.48	25.00	119	108	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	5.56	23.08	*	11.11	30.77	*	33.33	30.77	*	50.00	13	*	18
1	*	8.33	*	*	0.00	*	*	41.67	*	*	50.00	*	*	12	*
2	6.25	*	6.25	50.00	*	25.00	43.75	*	37.50	0.00	*	31.25	16	*	16
3	0.00	0.00	*	28.57	27.78	*	64.29	44.44	*	7.14	27.78	*	14	18	*
4	5.26	0.00	6.25	15.79	5.56	18.75	52.63	61.11	56.25	26.32	33.33	18.75	19	18	16
5	10.53	0.00	0.00	26.32	6.25	10.53	63.16	81.25	57.89	0.00	12.50	31.58	19	16	19
6	7.69	*	0.00	7.69	*	20.00	61.54	*	33.33	23.08	*	46.67	13	*	15
7	*	0.00	9.09	*	50.00	18.18	*	33.33	27.27	*	16.67	45.45	*	12	11
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.72	2.78	3.33	31.09	21.30	20.83	48.74	49.07	39.17	13.45	26.85	36.67	119	108	120

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	*	11.11	53.85	*	50.00	15.38	*	38.89	13	*	18
1	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
2	31.25	*	18.75	62.50	*	50.00	6.25	*	31.25	16	*	16
3	21.43	16.67	*	57.14	72.22	*	21.43	11.11	*	14	18	*
4	42.11	27.78	37.50	52.63	50.00	56.25	5.26	22.22	6.25	19	18	16
5	15.79	18.75	21.05	78.95	81.25	52.63	5.26	0.00	26.32	19	16	19
6	15.38	*	13.33	61.54	*	53.33	23.08	*	33.33	13	*	15
7	*	16.67	9.09	*	58.33	54.55	*	25.00	36.36	*	12	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.21	22.22	18.33	63.03	67.59	53.33	11.76	10.19	28.33	119	108	120

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	*	27.78	61.54	*	33.33	15.38	*	38.89	13	*	18
1	*	16.67	*	*	83.33	*	*	0.00	*	*	12	*
2	62.50	*	43.75	31.25	*	25.00	6.25	*	31.25	16	*	16
3	64.29	55.56	*	35.71	33.33	*	0.00	11.11	*	14	18	*
4	42.11	44.44	81.25	52.63	38.89	12.50	5.26	16.67	6.25	19	18	16
5	89.47	75.00	84.21	10.53	25.00	0.00	0.00	0.00	15.79	19	16	19
6	61.54	*	46.67	23.08	*	26.67	15.38	*	26.67	13	*	15
7	*	66.67	50.00	*	25.00	10.00	*	8.33	40.00	*	12	10
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.34	50.93	52.94	32.77	39.81	21.85	5.88	9.26	25.21	119	108	119

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	*	0.00	69.23	*	44.44	15.38	*	55.56	13	*	18
1	*	8.33	*	*	25.00	*	*	66.67	*	*	12	*
2	25.00	*	0.00	75.00	*	62.50	0.00	*	37.50	16	*	16
3	0.00	0.00	*	42.86	55.56	*	57.14	44.44	*	14	18	*
4	5.26	0.00	0.00	63.16	55.56	75.00	31.58	44.44	25.00	19	18	16
5	10.53	6.25	0.00	73.68	62.50	68.42	15.79	31.25	31.58	19	16	19
6	7.69	*	0.00	38.46	*	40.00	53.85	*	60.00	13	*	15
7	*	8.33	9.09	*	58.33	36.36	*	33.33	54.55	*	12	11
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	5.56	2.50	59.66	52.78	53.33	28.57	41.67	44.17	119	108	120

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	38.46	*	5.56	15.38	*	44.44	46.15	*	50.00	13	*	18
1	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
2	25.00	*	6.25	62.50	*	62.50	12.50	*	31.25	16	*	16
3	0.00	16.67	*	100.00	55.56	*	0.00	27.78	*	14	18	*
4	10.53	5.56	6.25	78.95	55.56	87.50	10.53	38.89	6.25	19	18	16
5	26.32	12.50	5.26	73.68	81.25	63.16	0.00	6.25	31.58	19	16	19
6	23.08	*	6.67	61.54	*	66.67	15.38	*	26.67	13	*	15
7	*	8.33	20.00	*	91.67	50.00	*	0.00	30.00	*	12	10
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	9.26	5.88	71.43	69.44	65.55	10.92	21.30	28.57	119	108	119

Conclusions based on this data:

1. Students scoring at a Level 3 or 4 on the Overall Performance of the ELPAC decreased 4% (57% in 2022-2023 to 53% in 2023-2024). PVSEA will continue to emphasize designated and integrated ELD lessons focused on reading strategies.
2. Students scoring at a Level 2 on the Overall Performance of the ELPAC decreased 15% (33% in 2022-2023 to 18% 2023-2024), while the students scoring at a Level 1 increased 18% (9% in 2022-2023 to 27% 2023-2024).
3. PVSEA must continue to provide professional development on effective ways to provide designated and integrated ELD during the school day. PLC work must focus on what is going right in high achieving classrooms so as to improve practices offered in classrooms that are not seeing same results. There is also additional ELD support after school for students in level 1 and level 2.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
528	60.6%	20.3%	1.1%

Total Number of Students enrolled in Pleasant Valley School of Engineering and Arts.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	107	20.3%
Foster Youth	6	1.1%
Homeless	14	2.7%
Socioeconomically Disadvantaged	320	60.6%
Students with Disabilities	90	17%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	12	2.3%
American Indian	1	0.2%
Asian	23	4.4%
Filipino	13	2.5%
Hispanic	370	70.1%
Two or More Races	14	2.7%
Pacific Islander	0	0.0%
White	95	18%

Conclusions based on this data:

1. Total student enrollment remained relatively steady. Student enrollment is directly related to PVSEA's continued focus to improve its academic program, ensure Excellence for All, and market its brand so as to attract new families and not lose students to intra-district transfer.
2. PVSEA's Hispanic population continues to be the fastest growing student group making up 70.1% of student population.
3. English Learners make-up 20.3% of our student population. And Socioeconomically disadvantaged learners increased from 57.06 to 60.6%.

School and Student Performance Data

Overall Performance

The 2024 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."



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. PVSEA's Overall Performance in the area of Math is low, Orange Dashboard Indicator.
2. PVSEA's Overall Performance in the area of Suspension Rate is at a high status level, Orange Dashboard Indicator.

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3. PVSEA's Overall Performance in English Language Learner Progress is in the high performance level, Blue Dashboard Indicator.

School and Student Performance Data

Academic Performance English Language Arts

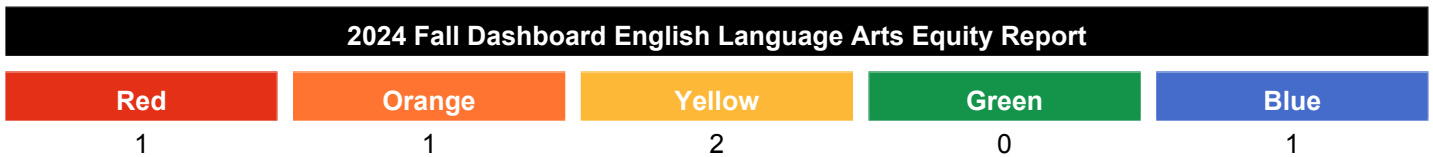
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>8 points below standard</p> <p>Increased 11.6 points</p> <p>313 Students</p>	<p>English Learners</p> <p>Orange</p> <p>51.4 points below standard</p> <p>Maintained 2.6 points</p> <p>87 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>94.4 points below standard</p> <p>Declined 11.9 points</p> <p>19 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>23.4 points below standard</p> <p>Increased 12.6 points</p> <p>209 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>114.7 points below standard</p> <p>Declined 21.9 points</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>17 points above standard</p> <p>Increased 16.6 points</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24.5 points below standard</p> <p>Increased 9.2 points</p> <p>230 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>52.8 points above standard</p> <p>Increased 31.2 points</p> <p>42 Students</p>

Conclusions based on this data:

1. The overall performance for All students increased by 11.6 points.
2. Hispanic is our largest and fastest growing student group, 24.5 points below standard, and increased by 9.2 points.
3. Students in special categories need to be the focus of intervention. Socioeconomically Disadvantaged were 23.4 points below the standard with a status of low. Students with disabilities were 114.7 points below standard with a status of low. English Language Learners were 51.4 points below standard with a status of low.

School and Student Performance Data

Academic Performance Mathematics

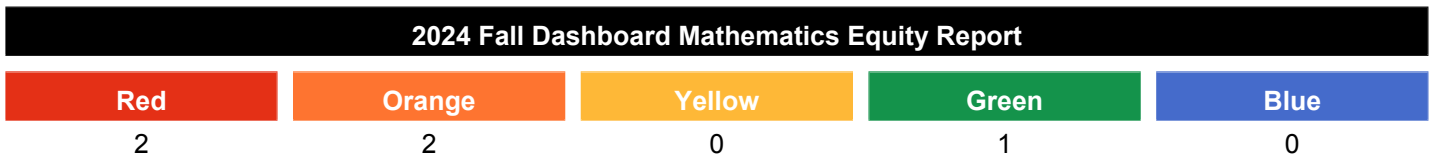
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>59.2 points below standard</p> <p>Maintained -1.9 points</p> <p>315 Students</p>	<p>English Learners</p> <p>Red</p> <p>99.1 points below standard</p> <p>Declined 10.6 points</p> <p>89 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>168.8 points below standard</p> <p>Declined 4.4 points</p> <p>19 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>74.9 points below standard</p> <p>Maintained 2.7 points</p> <p>209 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>135.3 points below standard</p> <p>Declined 44.7 points</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>27.3 points below standard</p> <p>Increased 19.3 points</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>77.5 points below standard</p> <p>Declined 4.2 points</p> <p>232 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>6 points above standard</p> <p>Increased 13.3 points</p> <p>42 Students</p>

Conclusions based on this data:

1. The overall performance for all students decreased by 1.9 points with a n overall status of 59.2 points below standard.
2. Hispanic is our largest and fastest growing subgroup is 77.5 points below standard, with a decline of 4.2 points from the previous year.
3. Students in special categories need to be the focus of math intervention. Socioeconomically Disadvantaged were 74.9 points below the standard with a status of low. Students with disabilities were 135.3 points below standard with a status of very low. English Language Learners were 99.1 points below standard with a status of low.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 59.8% making progress. Number Students: 82 Students	Long-Term English Learner Progress  No Performance Color 40% making progress. Number Students: 20 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 12.2%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 28%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 59.8%

Conclusions based on this data:

- English Learners make up approximately 20% of PVSEA's student enrollment and decreased by 1%. Of the 82 English Learners at PVSEA, 59.8% are making progress and 28% progressed at least one ELPI Level moving into the Blue Dashboard Indicator.
- PVSEA's English Learner success is linked to teachers continuing to provide high quality Integrated and Designated ELD Lessons to consistently support our ELs with language development.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 23.7% Chronically Absent Declined 4.6 575 Students	English Learners Orange 20.1% Chronically Absent Declined 3 134 Students	Long-Term English Learners No Performance Color 34.8% Chronically Absent Increased 5.6 23 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless No Performance Color 31.3% Chronically Absent Declined 13.2 16 Students	Socioeconomically Disadvantaged Yellow 28.3% Chronically Absent Declined 6.7 367 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>30.7% Chronically Absent</p> <p>Increased 2.3</p> <p>114 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>42.9% Chronically Absent</p> <p>Declined 18.7</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Increased 15.5</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>7.1% Chronically Absent</p> <p>Declined 1.9</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24.1% Chronically Absent</p> <p>Declined 4.7</p> <p>398 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.8% Chronically Absent</p> <p>Declined 2.1</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>23.4% Chronically Absent</p> <p>Declined 4.8</p> <p>107 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism is an area of improvement for PVSEA with 23.7% of students chronically absent. Absenteeism is very high in special groups. Long-term English Learners and students with disabilities will require specific intervention to address the chronic absenteeism rate.
2. Implementation of community circles and extra curricular activities to increase relationship building and student connectedness will be in place to boost attendance.
3. Implementation of SARB other additional support measures with fidelity to address chronic absenteeism are in place.

School and Student Performance Data

Conditions & Climate Suspension Rate

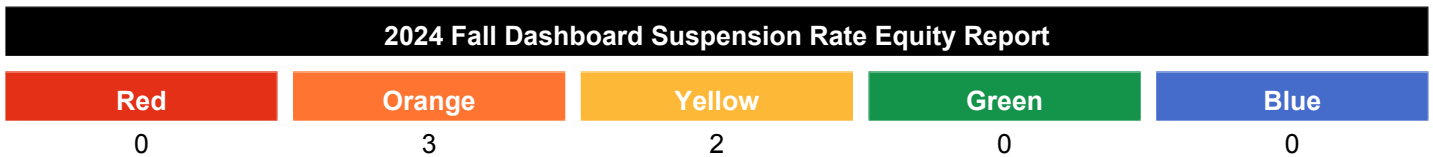
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 0.3%</p> <p>591 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>5.1% suspended at least one day</p> <p>Declined 1.5%</p> <p>138 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>17.4% suspended at least one day</p> <p>Increased 4.9%</p> <p>23 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>Increased 0.7%</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.5% suspended at least one day</p> <p>Declined 0.4%</p> <p>376 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 2.1%</p> <p>117 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.5%</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Maintained -0.1%</p> <p>410 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 1.8%</p> <p>109 Students</p>

Conclusions based on this data:

1. PVSEA's Suspension Rates are increased .3% overall. It remains elevated for Students with Disabilities, English Language Learners, Long-term English Learners, Socioeconomically Disadvantaged, and Hispanic students.
2. PVSEA's implementation of Restorative Justice, Community Circles, Positive Behavior Intervention Systems and fostering relationships with students will help decrease the number of behavioral incidents on campus. PVSEA's alternatives to suspension have increased student accountability and will decrease the need to suspend.
3. PVSEA will continue to provide a counselor and social worker to provide support for students who need support with social emotional barriers that affect attendance.

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.

Student Achievement

Use multiple sources of data to improve student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure increased student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

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.

Increase the number of students meeting or exceeding CA Content Standards

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
CAASPP English Language Arts	46% met and exceeded in ELA.	Improve percentage of students meeting and exceeding in ELA by 3%.
CAASPP Mathematics	27% met and exceeded in Math.	Improve percentage of students meeting and exceeding in Math by 3%.
IXL Reading	36% of students meets or exceeds grade level diagnostic standards.	Improve percentage of students meeting and exceeding in Reading
IXL Mathematics	38% of students meets or exceeds grade level diagnostic standards.	Improve percentage of students meeting and exceeding in Math
ELPAC	Overall Score: K- 1341, 2nd - 1421, 4th - 1511 , 5th - 1514, 6th- 1480, 7th- 1499 (1st, 3rd, and 8th grades' scores not numerically significant).	Maintain or improve mean score of students meeting and exceeding in ELPAC
CAST Science Test	31% met and exceeded in Science.	Improve percentage of students meeting and exceeding in Science by 3%.

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	Certificated and Classified personnel to provide targeted support to increase academic achievement	School-wide and targeted student populations.	63255 Title I/SWP

			<p>1000-1999: Certificated Personnel Salaries Provide certificated Title I teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math.</p> <p>10904 Title I/SWP 3000-3999: Employee Benefits Benefits for certificated Title I Teachers (4)</p>
1.2	Provide professional development opportunities for staff members focused on increasing student achievement	School-wide and targeted student populations.	<p>3387 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will receive release time for Academic Assessments. Teachers will be provided release time for Data Team Meetings (trimesterly).</p> <p>3000 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members.</p> <p>7074 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide AVID professional development, pay fees, costs associated with AVID.</p> <p>113 Title I/SWP 3000-3999: Employee Benefits Benefits for substitutes to allow release time.</p>
1.3	Provide after school tutoring for targeted student populations	Targeted support	<p>3511 D102 Tutoring/Homework Support</p>

			1000-1999: Certificated Personnel Salaries Salary for hourly pay for teachers to serve as after school math interventions, homework club, etc., 1365 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Benefits for hourly pay for teachers to serve as tutors.
1.4	CST Days	Schoolwide	0 D108 Data Days 1000-1999: Certificated Personnel Salaries
1.5	Acquire AVID membership aimed at increasing access and understanding of grade level standards across all curricular areas	Targeted students in grades K/1/2/3/4/5/6/7/8	7500 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures AVID fees and consulting
1.6	Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, agenda books, math and reading intervention materials, additional reading books, math manipulatives, software applications, etc.,).	School wide	6000 Title I/SWP 4000-4999: Books And Supplies Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,).
1.7	Data Days	School wide	0 None Specified District Provided sub for the teacher to review student data two times per year to review students academic data to ensure students academic needs are being met, ensuring proper intervention and enrichment support.
1.8	Instructional Coaches- TOSAs	School wide	79748 Title I/SWP 1000-1999: Certificated Personnel Salaries District Provided Instructional Coaches to support effective teaching strategies, coach

			classroom instruction, and review student data cycles. 30558 Title I/SWP 3000-3999: Employee Benefits District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles.
1.9	LTEL Data Chats	English Language Learners	0 None Specified Informative meetings with students to monitor progress on the ELPAC assessment and progress toward English Language acquisition.
1.10	Engineering Night- YES Engineering Curriculum	All Student	0 None Specified Night to showcase in implementation of the YES engineering curriculum and project based learning that supports engineering and science concepts and standards.

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.

Healthful Environment

Provide a safe, supportive, and inclusive school that fosters a sense of belonging and connectedness for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

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
Student Survey	79% of students answered positively regarding school connectedness.	Increase the student participation and the percentage of students who answer positively regarding school connectedness by 5%.
Student Attendance Rates	93% attendance rate in 23/24 for elementary 92% attendance rate in 23/24 for middle school	3% increase in the rate of attendance elementary and middle school.
Supension rates	3% suspension rate in 23/34	Decrease of 0.5 % in the suspension rate.

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	Provide positive behavioral support for all students	All students	5000.00 D203 Belongingness Activities 4000-4999: Books And Supplies Provide materials and supplies for incentive programs to recognize students for academic, social-

			emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar Scholar of the Week Awards, promotion, playground equipment, etc.)
2.2	Provide increased educational opportunities to improve the social-emotional and physical health of all students	School-wide and targeted student populations.	6000 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate, Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.) 1300 D203 Belongingness Activities 3000-3999: Employee Benefits Provide benefits for certificated employees offering enrichment opportunities. 1472 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Provide excursions that promote student enrichment and connectedness opportunities (registration, entrance fees, etc.,)
2.3	Provide students athletic opportunities and sports programs during and after school	All students	3000 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.). 1300 D203 Belongingness Activities 3000-3999: Employee Benefits Provide benefits for coaching stipends. 1200.00 D203 Belongingness Activities

			5000-5999: Services And Other Operating Expenditures Purchase leagues fee and referee fees.
2.4	Provide additional MakerSpace opportunities during lunch.	All Students.	750 P206 Makerspace Supplies 4000-4999: Books And Supplies Provide materials and supplies for lunchtime MakerSpace activities.
2.6	Field Trips	All Students	10118 D203 Belongingness Activities 5700-5799: Transfers Of Direct Costs Field Trips as determined by teachers to enhance student learning and make real-world connections with academic standards.
2.7	Social Worker	Identified students	60610 Title I/SWP 2000-2999: Classified Personnel Salaries District provided Social Worker to provide therapy and support for students with identified needs. 13454 Title I/SWP 3000-3999: Employee Benefits District provided Social Worker to provide therapy and support for students with identified needs.
2.8	School-wide art opportunities for students- Prop 28 Funding	All Students	54269 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Working with district staff to offer students Arts opportunities, such as, visual arts and music. 12066 Prop 28 Arts 3000-3999: Employee Benefits Working with district staff to offer students Arts opportunities, such as, visual arts and music. 15755 Prop 28 Arts 4000-4999: Books And Supplies Working with district staff to offer students Arts

		opportunities, such as, visual arts and music.
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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.

Open and Meaningful Communication

Foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Continuously engage in open and meaningful communication with all educational partners.

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.

Improve vehicles for communication with educational partners.

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
PTA Participation	31 parent/family members, 2 staff	Continue to increase the number of PTA members
Parent Square Tracking Reports	Due to a new district communication system, baseline will be established this year.	Increase parent/family communication, connection, interaction, and participation in our school community.
Comprehensive Needs Assessment	89% of survey respondents indicating strongly agree or agree with the statement, "I feel the school values my input."	Maintain or increase the percentage of parents that respond strongly agree or agree with the statement, "I feel the school values my input"

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	Provide parent workshops, parent outreach, and parent education opportunities to increase educational partner understanding and input of the educational program	School-wide and targeted student	500.00 Title I/SWP 4000-4999: Books And Supplies Provide incentives for parent workshops to increase attendance at family nights aimed at increased student achievement (i.e. ELAC,

			internet safety, health, academic strategies, technology, etc.).
3.2	Provide a parent liaison position to increase communication with families regarding academics and school programs to support student achievement.	All students/families and targeted students/families	<p>20240.00 Title I/SWP 2000-2999: Classified Personnel Salaries District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement. 13826.00 Title I/SWP 3000-3999: Employee Benefits District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement.</p>

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

Use multiple sources of data to improve student achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP English Language Arts	Improve percentage of students meeting and exceeding in ELA	Forty-six percent of PVSEA students tested met or exceeded standards on the ELA CAASPP which is a seven percent increase from the previous year.
CAASPP Mathematics	Improve percentage of students meeting and exceeding in Math	Twenty-seven percent of PVSEA students tested met or exceeded standards in Mathematics CAASPP overall, which is a one percent increase.
IXL Reading	Improve percentage of students meeting and exceeding in Reading	Baseline established
IXL Mathematics	Improve percentage of students meeting and exceeding in Math	Baseline established
ELPAC	Maintain or improve mean score of students meeting and exceeding in ELPAC	Students scoring at a Level 3 or 4 on the Overall Performance of the ELPAC decreased 4% (57% in 2022-2023 to 53% in 2023-2024). PVSEA will continue to emphasize designated and integrated ELD lessons focused on reading strategies.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Certificated and Classified personnel to provide targeted support to increase academic achievement	Certificated personnel provided targeted small group reading support to increase academic achievement for students in K-5th grade. Supported intervention/WIN time in the classroom.	Provide Certificated Title I Teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math. 1000-1999: Certificated Personnel Salaries Title I/SWP 50860	Provided Certificated Title I Teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math. 1000-1999: Certificated Personnel Salaries Title I/SWP 65057

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Small group reading intervention.	Benefits for Certificated Title I Teachers (4) 3000-3999: Employee Benefits Title I/SWP 8800	Benefits for Certificated Title I Teachers (4) 3000-3999: Employee Benefits Title I/SWP 11247
Provide professional development opportunities for staff members focused on increasing student achievement	<p>Provided professional development opportunities for staff members focused on increasing student achievement, such as AVID conference for teachers in 1st and 4th grade.</p> <p>Professional Development of high leverage strategies to increase overall student achievement.</p> <p>This includes travel and AVID membership costs.</p>	<p>Provide substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will receive release time for Academic Assessments. Teachers will be provided release time for Data Team Meetings (trimesterly). 1000-1999: Certificated Personnel Salaries Title I/SWP 3387</p> <p>Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members. 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 3000</p> <p>Provide AVID professional development, pay fees, costs associated with AVID. 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 16,000</p> <p>Benefits for substitutes to allow release time. 3000-3999: Employee Benefits Title I/SWP 113</p>	<p>None Specified 0</p> <p>Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members. 5000-5999: Services And Other Operating Expenditures Title I/SWP 5819</p> <p>None Specified 0</p> <p>None Specified 0</p>
Provide after school tutoring for targeted student populations	Certificated Teachers provided afterschool math tutoring for students in	Salary for hourly pay for teachers to serve as after school math	Salary for hourly pay for teachers to serve as after school math

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>grades 3rd-5th one day per week for 6 months.</p> <p>Groups were determine through assessment and teacher recommendation for math intervention.</p>	<p>interventions, homework club, etc., 1000-1999: Certificated Personnel Salaries P102-Tutoring 3931</p> <p>Benefits for hourly pay for teachers to serve as tutors. 3000-3999: Employee Benefits P102-Tutoring 1125</p>	<p>interventions, homework club, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 1886</p> <p>Benefits for hourly pay for teachers to serve as tutors. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 418</p>
<p>Acquire AVID membership aimed at increasing access and understanding of grade level standards across all curricular areas</p>	<p>AVID Membership and site level leadership and planning.</p>	<p>AVID fees and consulting 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 7500</p>	<p>AVID Membership Fees 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 5708</p>
<p>Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, agenda books, math and reading intervention materials, additional reading books, math manipulatives, software applications, etc.,).</p>	<p>Materials used to implement AVID strategies in the classroom. This includes binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.</p>	<p>Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,). 4000-4999: Books And Supplies Title I/SWP 6000</p>	<p>Provided supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,). 4000-4999: Books And Supplies Title I/SWP 4868</p>
<p>Data Days</p>	<p>Implemented District provided sub for the teacher to review student data two times per year to review students academic data to ensure students academic needs are being met, ensuring proper intervention and enrichment support.</p> <p>Review of student intervention needs, goal setting, and planning for student support.</p>	<p>District Provided sub for the teacher to review student data two times per year to review students academic data to ensure students academic needs are being met, ensuring proper intervention and enrichment support. None Specified 0</p>	<p>Implemented District provided sub for the teacher to review student data two times per year to review students academic data to ensure students academic needs are being met, ensuring proper intervention and enrichment support. None Specified 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Coaches-TOSAs	<p>District provided Instructional Coaches supported effective teaching strategies, coach classroom instruction, and review student data cycles.</p> <p>This was provided through staff meetings, Professional Learning Committees, and in-class instructional support and modeling.</p>	<p>District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. None Specified 0</p>	<p>Implemented District provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. None Specified 0</p>

Analysis

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

The budget expenditures were partially in alignment with intended strategies and activities. The continued work of reflection and data analysis will assist the site team in continuing to identify needs to increase student achievement. The intended implementation and 2023-2024 budgeted expenditures and material differences are reflected below.

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

The overall effectiveness of the plan as led to increase in ELA by 7% and Math by 1% for the 23-24 school year. With continued implementation of the current plan with adjustments made to meet the need of more student, the overall effectiveness of articulated goals will continue to increase achievement.

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

Title I/SWP, 1000 - 1999: Certificated Personnel Salaries to include benefits - Total Budget \$59660 Expenditure \$76,304 The overage was related to additional intervention supports provided by Teachers for Title I intervention, ELD, and Release time to assist with student needs.
P112- LCAP, Tutoring for After School Tutoring- \$5056. Expenditure \$2752. The difference was related to not being able to get certificated personnel to host after-school tutoring.
Title I/SWP, 5800: Professional/Consulting Services and Operating Expenditures - Total Budget \$7500. Expenditure \$5708. AVID Membership Fee
Title I/SWP, 4000-4999: Books and Supplies - Total Budget \$6000. Expenditure \$4868. Supplies on-hand used.
Title I/SWP, 5000-5999: Services and Other Operating Expenditures \$16000. Expenditure \$0 AVID Professional Development Day did not occur this year.

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

Steps have been made in 2024-2025 to solidify after-school interventions and club positions. Certificated teachers have filled tutoring positions. PVSEA is offering after-school math intervention for grades 4 and 5, one day per week and Middle School Math 2 days per week. In addition, Data Days and Certificated Instructional Coaches will continue to be implemented in the plan.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Survey	Increase the percentage of students who answer positively regarding school connectedness questions.	79% of student responded positively regarding student connectedness.
Student Attendance Rates	Increase the rate of attendance. Students and families who have participated in engagement conferences will demonstrate an improvement in attendance and engagement.	Student attendance rates remain steady at 92%
Supension rates	Decrease suspension rate.	Suspension rates remained the same as the previous year, 3%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide positive behavioral support for all students	Positive behavior incentives, assemblies, and activities were provided by onsite staff.	Provide assemblies and school wide activities to further student learning on health and character education (i.e. Guest Speakers, Anti-Bullying Program, etc.) 5800: Professional/Consulting Services And Operating Expenditures P203 Connectedness 2270.00	Provide assemblies and school wide activities to further student learning on health and character education (i.e. Guest Speakers, Anti-Bullying Program, etc.) 5800: Professional/Consulting Services And Operating Expenditures D203 Belongingness Activities 0
	Weekly positive behavior ticket drawing for grades TK-8th grade providing various rewards for weekly recognition for Being Safe, Respectful, and Responsible Students.		
	Superstar Scholar of the Week for academic achievement and recognition by classroom teachers providing a certificate and token the book vending machine.	Provide materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar	Provided materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Trimester Citizenship Award assemblies, certificate and lunch recognition.</p> <p>Promotion incentives for middle school students, field trip, awards breakfast banquet.</p> <p>Playground equipment, yard board games, connectedness big/little buddies activities.</p>	<p>Scholar of the Week Awards, promotion, playground equipment, etc.) 4000-4999: Books And Supplies P203 Connectedness 4100.00</p>	<p>Scholar of the Week Awards, promotion, playground equipment, etc.) 4000-4999: Books And Supplies D203 Belongingness Activities 8265.61</p>
<p>Provide increased educational opportunities to improve the social-emotional and physical health of all students</p>	<p>Certificated Staff stipends were paid for teacher/staff input to increase student schoolwide connectedness activities and strategies. This included School Site Council and Grade-Level Site Leadership Meeting.</p> <p>Lunch and After School Clubs- Yearbook, Chess, Board Game, Fitness Club opportunities were provided to students.</p> <p>Fund were spent to purchase materials for clubs.</p>	<p>Provide stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate, Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.) 1000-1999: Certificated Personnel Salaries P203 Connectedness 6000</p> <p>Provide benefits for certificated employees offering enrichment opportunities. 3000-3999: Employee Benefits P203 Connectedness 1300</p> <p>Provide materials to increase student connectedness to colleges and support the AVID movement (i.e. college pennants and banners) 4000-4999: Books And Supplies P203 Connectedness 500</p> <p>Provide excursions that promote student</p>	<p>Provided stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate, Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.) 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 2264.40</p> <p>Provide benefits for certificated employees offering enrichment opportunities. 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 210.96</p> <p>Provide materials to increase student connectedness to colleges and support the AVID movement (i.e. college pennants and banners) 4000-4999: Books And Supplies D203 Belongingness Activities 500</p> <p>Provide excursions that promote student</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		enrichment and connectedness opportunities (registration, entrance fees, etc.,) 5000-5999: Services And Other Operating Expenditures P203 Connectedness 2800	enrichment and connectedness opportunities (registration, entrance fees, etc.,) 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 4485.88
Provide students athletic opportunities and sports programs during and after school	<p>Provided stipends to coaches for Cross Country and the Rotary Track Meet.</p> <p>Includes participation, league, referee fees.</p>	<p>Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.). 1000-1999: Certificated Personnel Salaries P203 Connectedness 2000</p>	<p>Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.). 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 1250.00</p>
		<p>Provide benefits for coaching stipends. 3000-3999: Employee Benefits P203 Connectedness 450</p>	<p>Provide benefits for coaching stipends. 3000-3999: Employee Benefits D203 Belongingness Activities 278.00</p>
		<p>Purchase leagues fee and referee fees. 5000-5999: Services And Other Operating Expenditures P203 Connectedness 500.00</p>	<p>Purchase leagues fee and referee fees. 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 5784.20</p>
Provide additional MakerSpace opportunities during lunch.	<p>Makespace aide provided Makerspace Club by grade-level during lunch, weekly.</p> <p>Materials and supplies were on hand and did not need replenishing this year.</p>	<p>Provide materials and supplies for lunchtime Makerspace activities. 4000-4999: Books And Supplies P206 Makerspace Supplies 500</p>	<p>Provide materials and supplies for lunchtime Makerspace activities. 4000-4999: Books And Supplies D206 Makerspace 0</p>
Provide opportunities to create cross-grade connections through student mentoring programs (that includes Big Buddy & Little Buddy	<p>Provided cross-grade connection and mentoring of students with Big & Little Buddies program.</p>	<p>Provide materials and supplies mentorship opportunities (i.e. Big Buddies Programs) 4000-4999: Books And</p>	<p>Provide materials and supplies mentorship opportunities (i.e. Big Buddies Programs) 4000-4999: Books And Supplies 512.72</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
programs, ASB classroom helper program, etc.).	ASB provided schoolwide connectedness, Spirit Weeks and incentives.	Supplies P205 Mentorship 610	
Field Trips	Grade-level field trips provided based on curriculum and standard connections.	Field Trips as determined by teachers to enhance student learning and make real-world connections with academic standards. 5700-5799: Transfers Of Direct Costs P203 Connectedness 10527	Field Trips as determined by teachers to enhance student learning and make real-world connections with academic standards. 5700-5799: Transfers Of Direct Costs D203 Belongingness Activities 4485.88
Social Worker	Social Worker provided long-term therapy with students based on social emotional needs. Needs identified through principal, social worker, and counselor. Social worker works in connection with families to provide overall support of needs.	District provided Social Worker to provide therapy and support for students with identified needs. None Specified None Specified 0	District provided Social Worker to provide therapy and support for students with identified needs. None Specified 0

Analysis

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

The budget expenditures were in alignment with the intended strategies and activities. The continued work of reflection and data analysis will assist the site team in continuing to identify needs to increase student connectedness and achievement. The intended implementation and 2023-2024 budgeted expenditures are reflected below. The goal is to provide a healthful environment where students feel welcomed, safe, and connected continues to be the emphasis.

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

The overall increase of student connectedness were in alignment with the intended strategies and activities. The continued work of reflection and data analysis will assist the site team in continuing to identify needs to increase student connectedness and achievement.

Based on CHKS there was a lower participation rate than previous years. The goal will be to increase participation resulting in a higher rate of positive responses.

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

P203 Connectedness - Total Budget \$30,447. Expenditure \$28,037.65. Additional materials and supplies were needed for student connectedness incentives. While, not all grade-levels went on a field trip that required a cost.
P206 Makerspace Supplies 4000-4999 - Total Budget \$500. Expenditure \$0. Many of the supplies for the school year did not require replenishing.
P205 Mentorship 4000-4999 - Total Budget \$610. Expenditure \$512.72. There were already materials on hand that were used for Peer Buddy mentorship.

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

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

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Increase communication and collaboration.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PTA Participation	Continue to increase the number of PTA members	Membership slightly increased by approximately 20 new members.
Parent Square Tracking Reports	Increase parent/family communication, connection, interaction, and participation in our school community.	Parent Square and Smore track over 1000 views per week from 800 families and household contact information.
Comprehensive Needs Assessment	Maintain or increase the percentage of parents that respond strongly agree or agree with the statement, "I feel the school values my input"	Parents rated on overall, nearly 90% of recipients reported that they agree or strongly agree with the overall school partnership and value of parent/guardian input.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent workshops, parent outreach, and parent education opportunities to increase educational partner understanding and input of the educational program	Provided parent workshops, parent outreach, and parent education opportunities to increase educational partner understanding and input of the educational program, including Fresno State online classes offer to parents.	Provide incentives for parent workshops to increase attendance at family nights aimed at increased student achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.). 4000-4999: Books And Supplies Title I/SWP 500.00	Provide incentives for parent workshops to increase attendance at family nights aimed at increased student achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.). 4000-4999: Books And Supplies Title I/SWP 500.00
Provide a parent liaison position to increase communication with families regarding academics and school programs to support student achievement.	Provided a parent liaison position to increase communication with families regarding academics and school programs to support student achievement. Parent Liaison is available to meet with families 6 hours per day providing	District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement. None	District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement. None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	English and Spanish language support in enrollment information, connection with local assistance, connections with onsite resources, building relationship for English Language Acquisition Committee, Parent Teacher Association, Parent Education Nights and School Site Council.	Specified None Specified 0	

Analysis

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

The budget expenditures were in alignment with the intended strategies and activities. The continued work of reflection and data analysis will assist the site team in continuing to identify needs to increase parent/family communication. Parent Square allows tracking of parent viewing of weekly messages. It also allows two-way communication in order to be timely and responsive family questions and needs. The parent liaison continues to make connections with families to increase parent participation in onsite committees and events.

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

The increased viewership in our weekly family communication was evidenced by Smores statistics. The increased parent/family connectedness was in alignment with the intended strategies and activities. The continued work of reflection and data analysis will assist the site team in continuing to identify needs to increase family/parent communication and input.

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

No materials differences.

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

PVSEA will continue to provide two-way communication and parent/family participation opportunities to build family connectedness, including the implementation of the parent liaison to provide support for specific family needs.

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	\$437,275.00
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
D102 Tutoring/Homework Support	\$4,876.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$29,390.00
None Specified	\$0.00
P206 Makerspace Supplies	\$750.00
Prop 28 Arts	\$82,090.00
Title I/SWP	\$320,169.00

Subtotal of state or local funds included for this school: \$437,275.00

Total of federal, state, and/or local funds for this school: \$437,275.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I/SWP	320169	0.00
D102 Tutoring/Homework Support	4876	0.00
D203 Belongingness Activities	29390	0.00
Prop 28 Arts	82090	0.00
D206 Makerspace	750	750.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	4,876.00
D108 Data Days	0.00
D203 Belongingness Activities	29,390.00
None Specified	0.00
P206 Makerspace Supplies	750.00
Prop 28 Arts	82,090.00
Title I/SWP	320,169.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	213,170.00
2000-2999: Classified Personnel Salaries	80,850.00
3000-3999: Employee Benefits	84,886.00
4000-4999: Books And Supplies	28,005.00
5000-5999: Services And Other Operating Expenditures	2,672.00
5700-5799: Transfers Of Direct Costs	10,118.00
5800: Professional/Consulting Services And Operating Expenditures	17,574.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	3,511.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	1,365.00
1000-1999: Certificated Personnel Salaries	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	9,000.00
3000-3999: Employee Benefits	D203 Belongingness Activities	2,600.00
4000-4999: Books And Supplies	D203 Belongingness Activities	5,000.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	2,672.00
5700-5799: Transfers Of Direct Costs	D203 Belongingness Activities	10,118.00
	None Specified	0.00
4000-4999: Books And Supplies	P206 Makerspace Supplies	750.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	54,269.00
3000-3999: Employee Benefits	Prop 28 Arts	12,066.00
4000-4999: Books And Supplies	Prop 28 Arts	15,755.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	146,390.00
2000-2999: Classified Personnel Salaries	Title I/SWP	80,850.00
3000-3999: Employee Benefits	Title I/SWP	68,855.00
4000-4999: Books And Supplies	Title I/SWP	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I/SWP	17,574.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	216,415.00
Goal 2	186,294.00
Goal 3	34,566.00

School Site Council Membership

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

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

Name of Members	Role
Juanita Castro	Principal
Stephanie Borgardt	Classroom Teacher
Brenda Gallardo	Classroom Teacher
Aaron Gillen	Classroom Teacher
Julie Hanson	Other School Staff
Bryan Alexander	Parent or Community Member
Monique Reyes	Parent or Community Member
Magaly Sandoval	Parent or Community Member
Breanna Dunn	Parent or Community Member
Amanda Jungclaus	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

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

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

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

Attested:

Principal, Juanita Castro on 12/16/2024	
SSC Chairperson, Bryan Alexander on 12/16/2024	