

# School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paloma School	Valley	High	33-67207-3330727	May 20, 2025	June 18, 2025

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 Paloma Valley High School 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.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
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 .....	14
Student Population.....	17
Overall Performance .....	19
Academic Performance.....	21
Academic Engagement.....	29
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	40
Goal 3.....	44
Goal 4.....	47
Goal 5.....	49
Budget Summary .....	52
Budget Summary .....	52
Other Federal, State, and Local Funds .....	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source .....	53
Expenditures by Budget Reference .....	53
Expenditures by Budget Reference and Funding Source .....	53
Expenditures by Goal.....	53
School Site Council Membership .....	54
Recommendations and Assurances .....	55
Instructions.....	56
Appendix A: Plan Requirements .....	63

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....66  
Appendix C: Select State and Federal Programs .....69

# 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 Paloma Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This Single Plan for Student Achievement (SPSA) is designed to guide Paloma Valley High School's efforts to meet the planning requirements outlined in the Every Student Succeeds Act (ESSA). The plan serves as the school's comprehensive blueprint for improving academic outcomes for all students, with an intentional focus on addressing the needs of historically underserved student groups, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other identified subgroups.

This plan is aligned with the Perris Union High School District's Local Control and Accountability Plan (LCAP) and is developed in coordination with other federal, state, and local programs to ensure coherence, maximize the use of available resources, and promote educational equity. It reflects a continuous improvement process grounded in analysis of California School Dashboard data, input from stakeholders, and an assessment of student needs and site priorities.

The SPSA outlines Paloma Valley High School's measurable goals, actions, services, and resource allocations designed to enhance student achievement, close opportunity gaps, and prepare all students for college, career, and civic life.

## Educational Partner Involvement

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

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

Paloma Valley High School engaged a broad range of educational partners in the development of the Single Plan for Student Achievement (SPSA) and the Annual Review and Update. Consultation occurred through a variety of structured meetings and engagement opportunities to gather feedback, review student performance data, and collaboratively identify site priorities.

Educational partners were engaged as follows:

- **School Site Council (SSC):** The SSC met regularly throughout the year to review schoolwide academic performance, approve Title I expenditures, and provide recommendations on interventions and supports. Based on SSC input, additional academic interventions and tutoring supports were prioritized for students not meeting grade-level standards in ELA and mathematics.
- **English Learner Advisory Committee (ELAC):** ELAC members reviewed ELPAC and English Learner Progress Indicator (ELPI) data and emphasized the need for enhanced designated ELD instruction and integrated supports. As a result, actions were incorporated into the SPSA to expand ELD services and professional development for teachers on supporting English Learners.
- **African American Parent Advisory Committee (AAPAC):** AAPAC discussions highlighted the importance of culturally responsive instruction, mentoring, and engagement activities for African American students. The SPSA reflects this input by including actions aimed at promoting equity, access to college readiness programs, and student mentorship initiatives.
- **Parent Engagement Leadership Institute (PELI):** PELI parent leaders shared feedback regarding barriers to parent involvement and access to school resources. In response, the SPSA includes strategies to increase family engagement opportunities, improve communication, and support parent education workshops.
- **Coffee with the Administrator:** Monthly meetings provided informal but valuable feedback about the need for stronger Tier 1 classroom instruction, expanded wellness services, and continued use of restorative practices.

These discussions influenced the SPSA goals around school climate, student wellness supports, and professional development for staff.

Impact of Educational Partner Input on the SPSA:

The feedback provided by educational partners directly shaped the development of SPSA goals, measurable outcomes, and site actions. Their input ensured that planned interventions are aligned with student needs, that resources are directed toward underserved student groups, and that strategies are designed to enhance both academic achievement and student wellness. Educational partners' engagement reinforced the school's commitment to a shared vision of equity, achievement, and continuous improvement.

## 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.

Not Applicable

## 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.

The 2024 California School Dashboard indicates that Paloma Valley High School demonstrates strong overall performance in several indicators. The school received:

Mathematics:

African American students – Red, 161.3 points below standard (Declined 51.6 points)

English Learners – Orange, 154.0 points below standard (Increased 50.1 points)

Students with Disabilities – Orange, 208.7 points below standard (Increased 6.7 points)

Two or More Races – Orange, 98.9 points below standard (Declined 12.5 points)

English Language Arts:

Students with Disabilities – Red, performance significantly below standard

African American students – Orange, performance below standard

English Learners – Orange, performance below standard

College and Career Indicator (CCI):

Students with Disabilities – Orange, 11.1% prepared (Maintained)

English Learners – Yellow, 21.2% prepared (Increased 9.7%)

Homeless students – Yellow, 37.2% prepared (Maintained)

Suspension Rate:

Students with Disabilities – Yellow, 6.7% suspended at least once (Declined 6.1%)

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.

Based on the 2024 California School Dashboard, the following student groups at Paloma Valley High School performed two or more performance levels below the “All Students” group in specific state indicators:

English Language Arts (All Students – Blue):

Students with Disabilities – Red

African American students – Orange

English Learners – Orange

Mathematics (All Students – Yellow):

African American students – Red

These significant performance gaps indicate the need for targeted interventions and support strategies focused on literacy and numeracy development, particularly for Students with Disabilities, English Learners, and African American students.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Paloma Valley High School. 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	%	0.33%	0.23%		9	6
African American	%	5.69%	6.32%		157	164
Asian	%	2.5%	2.31%		69	60
Filipino	%	4.42%	3.47%		122	90
Hispanic/Latino	%	56.72%	59.12%		1566	1533
Pacific Islander	%	0.4%	0.15%		11	4
White	%	22.78%	21.67%		629	562
Two or More Races	%	6.74%	6.17%		186	160
Not Reported	%	0.43%	0.54%		12	
<b>Total Enrollment</b>					2761	2593

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9		629	684
Grade 10		623	622
Grade 11		718	611
Grade 12		791	676
<b>Total Enrollment</b>		2,761	2,593

#### Conclusions based on this data:

- Hispanic/Latino students account for 59.12% of the total student body (1,533 out of 2,593), making them the dominant demographic group. This reinforces the importance of implementing culturally responsive teaching practices, bilingual communication strategies, and targeted academic supports for this population.
- Grade 11 had the highest enrollment with 684 students, followed by Grade 10 and Grade 12. The size of this cohort suggests that increased resources may be needed for upper-grade interventions, college and career readiness planning, and ensuring A–G completion rates remain strong for this group.

3. Total student enrollment at Paloma Valley High School declined from 2,761 in 2021–22 to 2,593 in 2023–24, a reduction of 168 students. This downward trend is attributed to the opening of a new high school in the district, which has redistributed enrollment across attendance boundaries. Ongoing monitoring will be important to ensure balanced program offerings and staffing levels aligned with the evolving student population.

# 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	175	145	134	6.0%	5.3%	5.2%
Fluent English Proficient (FEP)	567	557	516	19.4%	20.2%	19.9%

### Conclusions based on this data:

1. The number of English Learners has decreased from 175 students (6.0%) in 2021–22 to 134 students (5.2%) in 2023–24. This may reflect a combination of successful reclassification efforts and demographic shifts, including the redistribution of students due to the opening of a new high school.
2. The percentage of FEP students has remained consistent at around 20% over the past three years, indicating a stable group of students who have exited EL services and maintained academic language proficiency.
3. Although the EL population has declined slightly, the school still serves over 130 English Learners, representing a significant subgroup. Continued focus on Designated and Integrated ELD, along with regular monitoring and reclassification tracking, remains essential to ensure their academic success.

# 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 11	792	692	560	750	674	540	750	672	540	94.7	97.4	96.4
All Grades	792	692	560	750	674	540	750	672	540	94.7	97.4	96.4

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 11	2598.	2601.	2620.	25.87	25.60	31.85	33.33	37.35	34.44	22.13	20.09	19.81	18.67	16.96	13.89
All Grades	N/A	N/A	N/A	25.87	25.60	31.85	33.33	37.35	34.44	22.13	20.09	19.81	18.67	16.96	13.89

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 11	29.33	26.04	26.67	56.00	59.67	58.89	14.67	14.29	14.44
All Grades	29.33	26.04	26.67	56.00	59.67	58.89	14.67	14.29	14.44

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 11	26.67	32.23	37.41	51.60	47.08	48.70	21.73	20.69	13.89
All Grades	26.67	32.23	37.41	51.60	47.08	48.70	21.73	20.69	13.89

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 11	14.13	13.84	15.19	73.73	73.81	75.19	12.13	12.35	9.63
All Grades	14.13	13.84	15.19	73.73	73.81	75.19	12.13	12.35	9.63

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 11	22.40	24.85	30.93	64.67	64.58	60.19	12.93	10.57	8.89
All Grades	22.40	24.85	30.93	64.67	64.58	60.19	12.93	10.57	8.89

**Conclusions based on this data:**

1. With a mean scale score of 2620.2 and 71.2% of students meeting or nearly meeting the standard, Grade 11 students showed steady growth in ELA performance. The percentage of students not meeting the standard declined to 13.89%, reflecting successful instructional supports.
2. In Writing, 37.41% of students exceeded the standard, and only 13.89% fell below, while in Research/Inquiry, 30.93% exceeded the standard. These results indicate strong development in academic writing and analytical thinking—key skills for postsecondary readiness.
3. Although 58.89% of students were at or near standard in reading, only 26.67% exceeded the standard, and 14.44% remained below. This suggests the need to continue strengthening reading comprehension instruction, especially for complex texts.

# 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
<b>Grade 11</b>	792	691	560	751	662	540	750	662	539	94.8	95.8	96.4
<b>All Grades</b>	792	691	560	751	662	540	750	662	539	94.8	95.8	96.4

\* 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
<b>Grade 11</b>	2536.	2527.	2544.	5.07	5.59	9.09	16.93	15.41	15.77	26.00	25.98	23.01	52.00	53.02	52.13
<b>All Grades</b>	N/A	N/A	N/A	5.07	5.59	9.09	16.93	15.41	15.77	26.00	25.98	23.01	52.00	53.02	52.13

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
<b>Grade 11</b>	9.20	8.01	10.76	39.73	39.73	40.82	51.07	52.27	48.42
<b>All Grades</b>	9.20	8.01	10.76	39.73	39.73	40.82	51.07	52.27	48.42

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
<b>Grade 11</b>	8.27	7.10	10.20	64.13	65.11	60.11	27.60	27.79	29.68
<b>All Grades</b>	8.27	7.10	10.20	64.13	65.11	60.11	27.60	27.79	29.68

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 11	6.13	7.10	9.65	67.60	65.26	64.94	26.27	27.64	25.42
All Grades	6.13	7.10	9.65	67.60	65.26	64.94	26.27	27.64	25.42

**Conclusions based on this data:**

1. In 2023–24, 24.86% of Grade 11 students met or exceeded the standard in mathematics—up from 21.36% in 2021–22. However, 52.13% of students still did not meet the standard, underscoring the need for sustained intervention and scaffolded supports in math instruction.
2. In the "Concepts & Procedures" domain, 40.82% of students were at or near standard, and 10.76% exceeded the standard—an increase from previous years. Still, 48.42% of students were below standard, indicating gaps in foundational skills, especially in Algebra and Geometry.
3. While 10.20% of students exceeded the standard in Problem Solving and 9.65% in Communicating Reasoning, over 29% of students scored below standard in both areas. These results highlight a persistent challenge in applying math knowledge to real-world contexts and justifying mathematical thinking—key areas of emphasis for college and career readiness.

# 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/ela/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
9	1570.3	1562.7	1571.0	1591.9	1578.2	1586.2	1548.3	1546.7	1555.2	35	51	55
10	1578.3	1583.6	1570.6	1597.9	1610.0	1593.0	1558.2	1556.7	1547.5	39	30	36
11	1566.4	1532.0	1558.7	1573.1	1533.4	1569.0	1559.2	1530.0	1548.0	42	27	20
12	1564.0	1544.0	1528.9	1577.1	1551.7	1527.1	1550.5	1535.8	1530.1	28	41	20
All Grades										144	149	131

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
9	26.47	23.53	27.27	29.41	41.18	45.45	26.47	23.53	18.18	17.65	11.76	9.09	34	51	55
10	42.11	40.00	30.56	26.32	26.67	33.33	18.42	23.33	25.00	13.16	10.00	11.11	38	30	36
11	23.81	14.81	25.00	28.57	25.93	20.00	26.19	29.63	30.00	21.43	29.63	25.00	42	27	20
12	25.00	7.32	10.00	25.00	31.71	30.00	25.00	46.34	20.00	25.00	14.63	40.00	28	41	20
All Grades	29.58	20.81	25.19	27.46	32.89	35.88	23.94	30.87	22.14	19.01	15.44	16.79	142	149	131

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
9	47.06	47.06	45.45	35.29	33.33	40.00	5.88	13.73	3.64	11.76	5.88	10.91	34	51	55
10	52.63	56.67	50.00	31.58	23.33	30.56	5.26	13.33	8.33	10.53	6.67	11.11	38	30	36
11	45.24	29.63	45.00	33.33	33.33	35.00	7.14	11.11	10.00	14.29	25.93	10.00	42	27	20
12	32.14	24.39	25.00	32.14	48.78	40.00	17.86	17.07	5.00	17.86	9.76	30.00	28	41	20
All Grades	45.07	39.60	43.51	33.10	35.57	36.64	8.45	14.09	6.11	13.38	10.74	13.74	142	149	131

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
9	8.82	9.80	7.27	8.82	15.69	25.45	50.00	45.10	54.55	32.35	29.41	12.73	34	51	55
10	7.89	10.00	0.00	31.58	26.67	33.33	31.58	36.67	44.44	28.95	26.67	22.22	38	30	36
11	7.14	7.41	10.00	23.81	3.70	20.00	30.95	25.93	15.00	38.10	62.96	55.00	42	27	20
12	3.57	2.44	0.00	17.86	7.32	30.00	42.86	36.59	15.00	35.71	53.66	55.00	28	41	20
All Grades	7.04	7.38	4.58	21.13	13.42	27.48	38.03	37.58	39.69	33.80	41.61	28.24	142	149	131

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
9	8.82	11.76	1.82	76.47	76.47	83.64	14.71	11.76	14.55	34	51	55
10	13.16	10.00	11.11	68.42	76.67	66.67	18.42	13.33	22.22	38	30	36
11	4.76	7.41	0.00	66.67	55.56	55.00	28.57	37.04	45.00	42	27	20
12	14.29	4.88	5.00	50.00	60.98	45.00	35.71	34.15	50.00	28	41	20
All Grades	9.86	8.72	4.58	66.20	68.46	68.70	23.94	22.82	26.72	142	149	131

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
9	76.47	88.24	80.00	14.71	3.92	10.91	8.82	7.84	9.09	34	51	55
10	86.49	86.67	83.33	5.41	10.00	2.78	8.11	3.33	13.89	37	30	36
11	75.61	66.67	90.00	12.20	11.11	5.00	12.20	22.22	5.00	41	27	20
12	59.26	82.93	60.00	25.93	12.20	20.00	14.81	4.88	20.00	27	41	20
All Grades	75.54	82.55	79.39	13.67	8.72	9.16	10.79	8.72	11.45	139	149	131

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
9	14.71	11.76	9.09	41.18	45.10	60.00	44.12	43.14	30.91	34	51	55
10	18.42	16.67	11.11	55.26	50.00	47.22	26.32	33.33	41.67	38	30	36
11	7.14	11.11	10.00	38.10	14.81	35.00	54.76	74.07	55.00	42	27	20
12	7.14	2.44	5.00	42.86	36.59	35.00	50.00	60.98	60.00	28	41	20
All Grades	11.97	10.07	9.16	44.37	38.26	48.85	43.66	51.68	41.98	142	149	131

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
<b>9</b>	2.94	1.96	0.00	67.65	82.35	87.27	29.41	15.69	12.73	34	51	55
<b>10</b>	5.41	0.00	0.00	75.68	80.00	83.33	18.92	20.00	16.67	37	30	36
<b>11</b>	23.81	3.70	0.00	57.14	59.26	65.00	19.05	37.04	35.00	42	27	20
<b>12</b>	14.81	4.88	5.00	59.26	65.85	50.00	25.93	29.27	45.00	27	41	20
<b>All Grades</b>	12.14	2.68	0.76	65.00	73.15	77.10	22.86	24.16	22.14	140	149	131

**Conclusions based on this data:**

1. Only 4.58% of students scored at Level 4 (Well Developed) overall in 2023–24, a continued decline from 7.38% in 2022–23 and 7.04% in 2021–22. This downward trend highlights the need for intensified support in advancing English Learners toward higher levels of language proficiency.
2. Just 0.76% of students demonstrated “Well Developed” writing proficiency in 2023–24, a drop from 2.68% the previous year and 12.14% in 2021–22. Additionally, 77.10% of students were classified as “Somewhat/Moderately Developed,” with 22.14% still in the “Beginning” range, indicating a need for targeted writing interventions within both Designated and Integrated ELD instruction.
3. In the Speaking domain, 79.39% of English Learners were classified as “Well Developed” in 2023–24—an area of relative strength compared to Reading (9.16%) and Writing (0.76%). This suggests that students may have stronger oral fluency than academic literacy, reinforcing the importance of bridging speaking proficiency to reading and writing tasks across content areas.

# 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
<b>2,593</b>	<b>65%</b>	<b>5.2%</b>	<b>0.7%</b>
Total Number of Students enrolled in Paloma Valley High School.	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	134	5.2%
Foster Youth	19	0.7%
Homeless	83	3.2%
Socioeconomically Disadvantaged	1,686	65%
Students with Disabilities	400	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	164	6.3%
American Indian	6	0.2%
Asian	60	2.3%
Filipino	90	3.5%
Hispanic	1,533	59.1%
Two or More Races	160	6.2%
Pacific Islander	4	0.2%
White	562	21.7%

**Conclusions based on this data:**

1. With 59.1% Hispanic and 65% Socioeconomically Disadvantaged students, the school serves a culturally diverse and high-needs student body. This underscores the importance of culturally responsive pedagogy and equitable access to academic and social-emotional supports.
2. English Learners represent 5.2% of the student population, while 15.4% are Students with Disabilities. These groups benefit from continued implementation of integrated and designated ELD strategies, co-teaching models, and targeted interventions aligned with IEP goals.
3. Although Foster Youth (0.7%) and Pacific Islander students (0.2%) represent a small portion of the population, their unique needs often require intensive, personalized support systems to ensure academic and emotional success.

# 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Blue

#### Academic Engagement

##### Graduation Rate



Blue

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Yellow

##### English Learner Progress



Green

##### College/Career



Green

**Conclusions based on this data:**

1. All categories are blue or green except mathematics.
2. More categories were in yellow the previous year so there has been improvement.

# School and Student Performance Data

## Academic Performance English Language Arts

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 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		
<b>All Students</b>  Blue 38.1 points above standard Increased 15.8 points 532 Students	<b>English Learners</b>  Orange 63.3 points below standard Increased 43.1 points 34 Students	<b>Long-Term English Learners</b>  No Performance Color 134.4 points below standard Increased 6.9 points 13 Students
<b>Foster Youth</b>  No Performance Color Less than 11 Students 2 Students	<b>Homeless</b>  No Performance Color 24.9 points above standard 15 Students	<b>Socioeconomically Disadvantaged</b>  Green 27.3 points above standard Increased 20.3 points 342 Students

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>100.8 points below standard</p> <p>Maintained 2.8 points</p> <p>82 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>28.2 points below standard</p> <p>Declined 33.9 points</p> <p>42 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>88.1 points above standard</p> <p>Declined 19.4 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>83.4 points above standard</p> <p>Declined 20.2 points</p> <p>25 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>32.4 points above standard</p> <p>Increased 19.1 points</p> <p>301 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>11.9 points above standard</p> <p>Declined 11.7 points</p> <p>35 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>60.8 points above standard</p> <p>Increased 28.4 points</p> <p>111 Students</p>

**Conclusions based on this data:**

- Paloma Valley High earned a Blue performance level in ELA, with All Students scoring 38.1 points above standard, a growth of +15.8 points from the previous year. This reflects strong Tier 1 instruction and effective standards-based practices in literacy.
- Despite overall success, several student groups are performing significantly below the school average:  
Students with Disabilities – Red  
African American and English Learners – Orange  
These gaps signal the need for differentiated supports, inclusive instructional models, and targeted interventions for underserved populations.
- Recently Reclassified ELs improved to 31 points below standard (+5 points), and English Only students scored 47 points above standard (+19.9 points), highlighting effective language acquisition pathways and progress when students receive sustained academic language development.

# School and Student Performance Data

## Academic Performance Mathematics

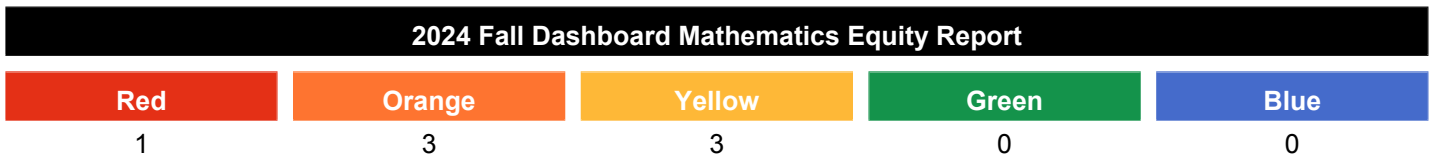
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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><b>All Students</b></p>  <p>Yellow</p> <p>82.0 points below standard</p> <p>Increased 14.5 points</p> <p>530 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>154.0 points below standard</p> <p>Increased 50.1 points</p> <p>34 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>201.7 points below standard</p> <p>Increased 56.2 points</p> <p>13 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>77.7 points below standard</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>92.3 points below standard</p> <p>Increased 19.4 points</p> <p>340 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>208.7 points below standard</p> <p>Increased 6.7 points</p> <p>82 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>161.3 points below standard</p> <p>Declined 51.6 points</p> <p>42 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>19.7 points above standard</p> <p>Increased 34.9 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>2.6 points above standard</p> <p>Declined 7.4 points</p> <p>25 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>90.6 points below standard</p> <p>Increased 19.9 points</p> <p>301 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>98.9 points below standard</p> <p>Declined 12.5 points</p> <p>35 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>62.8 points below standard</p> <p>Increased 28.5 points</p> <p>111 Students</p>

**Conclusions based on this data:**

- Paloma Valley's overall Math performance is Yellow, with All Students scoring 82 points below standard. Despite an improvement of +14.5 points, the majority of students are still not meeting proficiency.
- Several groups are in the Red or Orange performance levels:
  - African American – Red, 161.3 points below standard (Declined 51.6 points)
  - English Learners – Orange, 154 points below standard
  - Students with Disabilities – Orange, 208.7 points below standard

These gaps call for expanded access to scaffolded instruction, intensive intervention, and equity-based PLC planning.
- While still in the Yellow band, Socioeconomically Disadvantaged students improved by +19.4 points, and Hispanic students by +19.9 points. This suggests that site-based supports and math intervention systems are positively impacting core student groups and should be continued and refined.

# 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	
<b>English Learner Progress</b>  Green 62.5% making progress. Number Students: 120 Students	<b>Long-Term English Learner Progress</b>  Blue 65.7% making progress. Number Students: 99 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			
<b>Decreased One ELPI Level</b> 10%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 26.7%	<b>Maintained ELPI Level 4</b> 2.5%	<b>Progressed At Least One ELPI Level</b> 57.5%

### Conclusions based on this data:

1. Paloma Valley High earned a Green rating on the English Learner Progress Indicator, with 62.5% of English Learners making progress toward English proficiency—an increase of 4.2% from the previous year. This indicates that the school’s language development supports are yielding positive results.
2. LTELs achieved a Blue performance level, with 65.7% making progress—an increase of 5.8%. This reflects effective monitoring systems and sustained academic support for students who have remained in EL status for multiple years.
3. The strong performance across both current ELs and LTELs suggests that Paloma Valley is implementing a robust ELD program, with clear progress monitoring, responsive instruction, and collaboration between content and language development teachers.



# School and Student Performance Data

## Academic Performance College/Career Report

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.

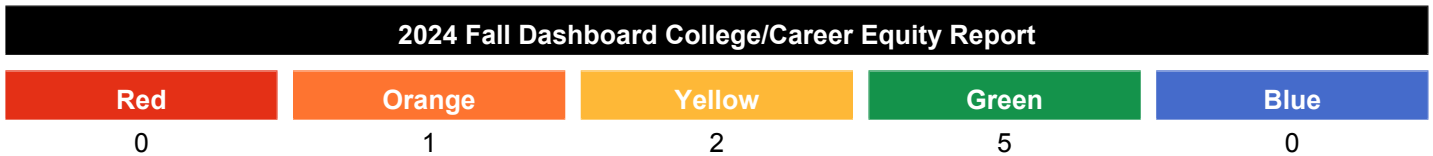
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>50.5 Prepared</p> <p>Increased 6</p> <p>620 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>21.2 Prepared</p> <p>Increased 9.7</p> <p>33 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>16.7 Prepared</p> <p>Increased 6.5</p> <p>24 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>37.2 Prepared</p> <p>Maintained 1.8</p> <p>43 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>47.8 Prepared</p> <p>Increased 6.7</p> <p>471 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>11.1 Prepared</p> <p>Maintained 1</p> <p>90 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>48.7 Prepared</p> <p>Increased 4</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>84.6 Prepared</p> <p>Increased 22.7</p> <p>13 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>78.3 Prepared</p> <p>Increased 19.8</p> <p>23 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>48 Prepared</p> <p>Increased 8.7</p> <p>358 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>53.5 Prepared</p> <p>Increased 4.4</p> <p>43 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>51.1 Prepared</p> <p>Increased 2.5</p> <p>135 Students</p>

**Conclusions based on this data:**

- Paloma Valley High earned a Green rating on the CCI, with 50.5% of students classified as Prepared, an increase of 6 percentage points from the previous year. This reflects growing success in aligning students to postsecondary pathways, including A–G completion, CTE pathways, and dual enrollment opportunities.
- Persistent Readiness Gaps for Students with Disabilities and English Learners**  
 Students with Disabilities: Only 11.1% Prepared (Orange)  
 English Learners: 21.2% Prepared (Yellow)  
 These figures highlight the need for targeted college and career readiness interventions, such as increased access to support services, inclusive CTE options, and scaffolded guidance for navigating graduation and A–G requirements.
- Student groups such as Asian (84.6%), Filipino (78.3%), and Two or More Races (53.5%) exceeded the overall Prepared rate. These high-performing groups can serve as models for identifying effective practices in course access, student engagement, and college readiness support that can be scaled for underperforming groups.

# 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.”

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

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	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

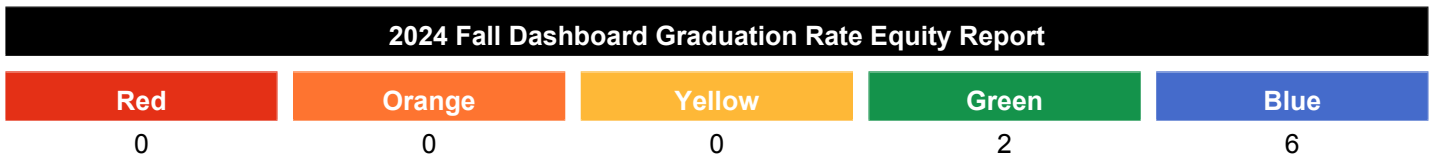
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>97.3% graduated</p> <p>Increased 1.3%</p> <p>622 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>100% graduated</p> <p>Increased 8.1%</p> <p>34 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>100% graduated</p> <p>Increased 10.2%</p> <p>25 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p> Blue</p> <p>95.5% graduated</p> <p>Increased 5.9%</p> <p>44 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>97.3% graduated</p> <p>Increased 1.3%</p> <p>473 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>88% graduated</p> <p>Increased 6.2%</p> <p>92 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 2.6%</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>13 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 7.5%</p> <p>23 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>97.5% graduated</p> <p>Increased 1.4%</p> <p>359 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 3.6%</p> <p>43 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>94.9% graduated</p> <p>Maintained 0.8%</p> <p>136 Students</p>

**Conclusions based on this data:**

- Paloma Valley High achieved a Blue rating with a graduation rate of 97.3%, placing it among the highest performing schools in this indicator. This reflects the school's strong academic supports, effective credit recovery systems, and a culture of graduation-focused planning.
- Nearly all student groups demonstrated high graduation rates, including:
  - African American: 97.2%
  - Socioeconomically Disadvantaged: 97.3%
  - Hispanic: 97.6%
  - English Learners: 97.6%

These outcomes suggest that Paloma Valley has effective systems in place for monitoring and supporting high-needs students through to diploma completion.
- The minimal variation across subgroups indicates that equity-driven interventions are having a measurable impact, especially for traditionally underperforming groups. This includes coordinated counseling efforts, credit recovery options, and multilingual family engagement.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

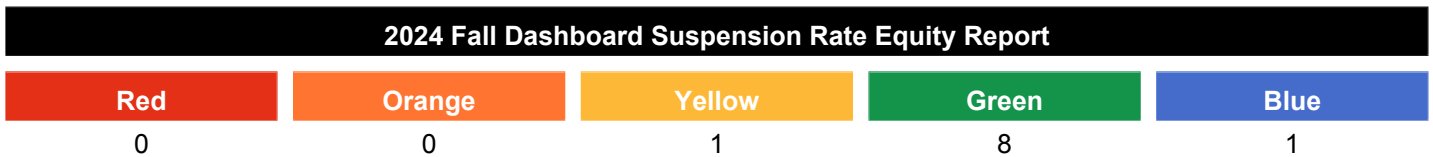
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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><b>All Students</b></p> <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 4.4%</p> <p>2802 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 9.6%</p> <p>170 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 11.4%</p> <p>135 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>2.8% suspended at least one day</p> <p>Declined 14.6%</p> <p>36 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>1% suspended at least one day</p> <p>Declined 18.2%</p> <p>97 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 5.6%</p> <p>1843 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>6.7% suspended at least one day</p> <p>Declined 6.1%</p> <p>447 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 5.7%</p> <p>194 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.4%</p> <p>64 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2%</p> <p>90 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 4.5%</p> <p>1652 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>3.1% suspended at least one day</p> <p>Declined 4.4%</p> <p>193 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 4.5%</p> <p>591 Students</p>

**Conclusions based on this data:**

1. Paloma Valley High received a Green rating with a suspension rate of 2.6%, showing a decline of 4.4% from the previous year. This suggests effective implementation of positive behavior interventions and a strong commitment to maintaining a supportive school climate.
2. Most significant subgroups—including African American (2.6%), Hispanic (2.7%), and Socioeconomically Disadvantaged students (2.7%)—also fell within the Green performance level. This indicates a consistent and equitable application of behavior expectations and restorative practices.
3. Students with Disabilities had a 6.7% suspension rate, placing them in the Yellow performance level despite a decline of 6.1%. This shows progress, but also highlights the continued need for tiered behavioral supports, inclusive practices, and staff training focused on supporting students with behavioral and learning differences.

# 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 Proficiency

By June 2026, Paloma Valley High School will increase the number of students meeting grade level standards in Mathematics and ELA and improve the number of students passing ELA and Mathematics classes with a C or better.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain grade level proficiency in English Language Arts and Mathematics.

### 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.

By June 2026, Paloma Valley High School will increase the number of students meeting grade level standards on the Mathematics and ELA assessment by:

1) an increase in the number of students, specifically the subgroups of African American Students, English Learner Students, and Students with Disabilities Meeting or Exceeding standards in the SBAC ELA by increasing scores by 3 points as evidenced on CA Dashboard and Math

2) an increase in the number of students Meeting or Exceeding standards in the SBAC math by increasing scores by 22 points as evidenced on CA Dashboard

3) ALL Students: Math 22 points; ELA 15 points

EL Students: Math 39 points; ELA 18.3 points

Students w/Disabilities: Math 107 points; ELA 3 points

AA Students: Math and ELA 3 points

### 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
Score of all students meeting or exceeding standards on the SBAC ELA assessment	38.1 pts above	53.1 pts above
Score of all students meeting or exceeding standards on the SBAC mathematics assessment	82 pts below	60 pts below
Score of English Learners meeting or exceeding standards on the SBAC ELA assessment	63.3 pts below	60 pts below
Score of English Learners meeting or exceeding standards on the SBAC math assessment	154 pts below	115 pts below
Score of African American students meeting or exceeding standards on the SBAC ELA assessment	28.2 pts below	25.2 pts below

Score of African American students meeting or exceeding standards on the SBAC mathematics assessment	161.3 pts below	139.3 pts below
Score of Students with Disabilities meeting or exceeding standards on the SBAC ELA assessment	100.8 pts below	97.8 pts below
Score of Students with Disabilities meeting or exceeding standards on the SBAC mathematics assessment	208.7 pts below	101.7 pts below

### 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	1.1 Improve instructional strategies in the classroom to help low performing and struggling students meet a-g requirements, increase class pass rates, and prepare for Common Core and CAASPP.	Low performing subgroups in ELA and math	4475 Title I 4000-4999: Books And Supplies 1.1A: Materials and supplies for teachers to use in the classroom to improve instructional strategies, including, but not limited to, supplies such as white boards and technological devices.  1,000 Title I 2000-2999: Classified Personnel Salaries 1.1B: Materials, supplies, and incentives for students who are in danger of not graduating, have low attendance, or are credit deficient  2,100 Title I 1000-1999: Certificated Personnel Salaries 1.1C: Hourly pay and after school pay for teachers to plan and implement PD for staff to help students in the classroom: 30 hours @ \$70 per hour  7,500 Title I 1000-1999: Certificated Personnel Salaries 1.1D: Release time for teachers and counselors, including, but not limited to: time to create common assessments, plan, align courses, collaborate across content areas, create Gimkits, monitor student graduation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			progress and grades, attend trainings and complete observations, and monitor Grad Alliance- 20 certificated staff @ \$275 a day for sub coverage  1,000 Title I 4000-4999: Books And Supplies 1.1E: Gimkit Subscription School Wide to help engage students in the classroom while reviewing material
1.2	1.2 Provide resources and assistance for students who are struggling to pass classes.	Low performing subgroups school wide	6,250 Title I 1000-1999: Certificated Personnel Salaries 1.2A: Certificated Staff after school tutoring  2,250 Title I 2000-2999: Classified Personnel Salaries 1.2B: Tutoring by 2 AVID tutors on Mondays before school- 2 AVID tutors each week for 45 weeks @ \$25 per hour
1.3	1.3 Assist Special Education students through the Unified Program	Special Education Students	1,500 Title I 4000-4999: Books And Supplies 1.3A: Materials and supplies for the Unified program in order to support students and teachers in the classroom.
1.4	1.4 Grad Alliance	Students in danger of not graduating	5,000 Title I 4000-4999: Books And Supplies 1.4A: Purchase of the Grad Alliance Program

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Action 1.1: Provide resources for EL program and students

Successes:

PVHS/LHS ELD Collaboration Day-Semester I (Hosted by LHS): Collaboration, data analysis, shared instructional strategies, and how to use manipulatives to support EL student achievement.

Graphic Organizers & Lesson Design: Developed common strategies and scaffolded resources to enhance EL access to core content.

ELPAC/SBAC Chats: Improved student metacognition and test preparedness, contributing to EL academic progress.

Student & Staff Recognition: Fostered a positive school culture and engagement among EL students and staff.

AEE Collaboration: Expanded family outreach, academic support, and cross-department partnerships to increase EL success.

Challenges:

Expanding Site-Wide ELD Strategies: Embed ELD instructional strategies across all departments through ongoing collaboration.

Curriculum Cohesion and alignment

Title III – EL Program/Services Effectiveness (Supporting SPSA Goals):

EL (Site) Teacher Lead: professional learning opportunities, logistic support for students, student placement and tracking, parent outreach, curriculum design and site liaison tasks.

Action 1.2:

Provide resources and assistance for students who are struggling to pass classes.

Successes:

1.2A & B: Students attended tutoring after school and before school.

Challenges:

1.2 A & B: Keeping track of student attendance at tutoring and making sure all time cards are turned in from staff.

Action 1.3:

Improve instructional strategies in the classroom to help low performing and struggling students meet a-g requirements, increase class pass rates, and prepare for Common Core and CAASPP.

Successes:

1.3A: Materials and supplies were used in the classroom to improve instructional strategies.

1.3E: Teachers used release time to create common assessments, plan, align courses, and collaborate.

1.3F: More teachers used Gimkit.

1.3J: Counselors and teachers used funding to attend trainings and observations.

Challenges:

1.3B: We did not use the money for technological devices.

1.3C: We had difficulty identifying students and items to purchase.

1.3D: We did not use the funds for to have staff plan and implements PD for staff.

1.3E: We had challenges making sure to capture each of the subs for teacher release time.

1.3G: Did not use

1.3H: Did not use

1.3I: Did not use a significant amount.

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

Action 1.1

Budgeted: \$5,600

Estimated Actual Expenditures: \$4,584.89

Differences between Budgeted and Actual expenditures:

We moved money from other categories into 1.1 in order to better support ELD needs.

Action 1:2

Budgeted: \$14,850

Estimated Actual Expenditures: \$6,042.50

Remaining Balance: \$8,807.50

It is necessary to keep some remaining balance in case staff turn in time cards that have not been turned in yet.

Action 1:3

Budgeted: \$22,645

Estimated Actual Expenditures: \$21,214.78

Remaining: \$1,430.22

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.

1.1A: Continue and increase amount

1.1B: Continue

1.1C: Continue and increase amount.

1.2A: Possibly discontinue after school tutoring with teachers

1.2B: Continue or increase tutoring with AVID tutors

1.3A: Increase funding to meet the need.

1.3B: Continue, but reduce amount.

1.3C: Continue, but reduce amount.

1.3D: Continue, but reduce amount.

1.3E: Continue, work on systems to ensure all subs are accounted for- add release time to work on creating gimkits- include counselors

1.3F: Continue

1.3G: Remove- teachers can use 1.3E

1.3H: Remove- can use 1.3A

1.3I: Continue, but reduce amount

1.3J: Continue- include counselors

Would like to use to pay teachers for Credit Recovery grading.

Possibly add a PD lead release period

Funding to support teachers attending PD after school

Funding to support teachers creating PD

# 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.

#### Post-Secondary and Career Options

By June 2026, Paloma Valley High School will increase student preparedness for college and career options.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school prepared for post-secondary and career options.

### 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.

By June 2026, Paloma Valley High School will increase student preparedness for college and career options as evidenced by:

- 1) an increase of 2% of students that complete A-G
- 2) an increase of 2% success rate in specialized programs including CTE, BioMed, AVID, and Dual Enrollment classes
- 3) increase our graduation rate to 98%.

### 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
College/Career Indicator	50.5%	52.5%
Graduation Rate	97.3%	98%

### 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	2.1 Provide resources for students who need school supplies and are in danger of not graduating.	Students in danger of not graduating	1,000 Title I 4000-4999: Books And Supplies 2.1A: Provide resources for students who needs school supplies and are in danger of not graduating including, but not limited to, planners, backpacks, and school supplies
2.2	2.2: Provide AVID as a method of support for students to meet A-G requirements and prepare for college	Students who need assistance meeting A-G requirements and applying to college	4,560 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2.2A: Buses for field trips- \$95 per hour per bus for 8 hours for 6 buses  2,750 Title I 1000-1999: Certificated Personnel Salaries 2.2B: Sub Coverage for 10 teachers for field trips, trainings, or meetings @ \$275 per day  1,690 Title I 5000-5999: Services And Other Operating Expenditures 2.2C: Trainings for AVID teachers
2.3	2.3: Provide opportunities for students to help them plan for post-secondary options	All Students	4,475 Title I 4000-4999: Books And Supplies 2.3A: Provide field trip entrance fees to places to inspire students for post- secondary options  4,125 Title I 1000-1999: Certificated Personnel Salaries 2.3B: Sub coverage for teachers to attend field trips with students- 15 subs @ \$275 per day  11,400 Title I 5000-5999: Services And Other Operating Expenditures 2.3C: Provide busing for field trips- 15 buses for 8 hours each at \$95 per hour
2.4	2.4: Provide resources for students who are working towards being college ready.	All students	8,000 Title I 4000-4999: Books And Supplies 2.4A: Planners for all freshmen students, AVID students, EL students, leadership students, and other students who need one to help them stay organized throughout the school year  2,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies 2.4B: Money to purchase AP exams for students to decrease the financial burden on students and families. 20 exams @ \$98 each  1,000 Title I 4000-4999: Books And Supplies 2.4C: Incentives for students preparing for and passing AP exams  4,560 Title I 5000-5999: Services And Other Operating Expenditures 2.4D: Buses for students attending AP Readiness \$95 per hour per bus for 8 hours for 6 buses  Title I 2000-2999: Classified Personnel Salaries 2.4E: AVID tutors to assist in College and Career Center to help students with college preparedness such as college applications, FAFSA support, selecting universities, etc

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

### Action 2.1:

Provide resources and incentives for students in danger of not graduating.

### Challenges:

2.1A: Identifying students and the resources they needed.

### Action 2.2:

Provide AVID as a method of support for students to meet A-G requirements and prepare for college.

### Successes:

2.2 A, B, & C: Field Trips were very successful. AVID teachers used this money to take students on meaningful, college tours. Student feedback regarding field trips was positive.

### Challenges:

Making sure all field trip requests were turned in on time to fund  
We needed more money in the category to fund all field trips

#### Action 2.3

Provide outreach, inspiration, and opportunities for students to help them plan for post-secondary options.

##### Successes:

2.3 A, B, & C: Field Trips were very successful. Many teachers used this money to take students on meaningful, real world experiences. Student feedback regarding field trips was positive.

2.3D: Planners were distributed and used by students.

##### Challenges:

2.3 A, B, & C: Making sure all field trip requests were turned in on time to fund. We needed more money in the category to fund all field trips

2.3E: Motivational speakers were more expensive than anticipated and were typically priced for 1 hour. SSC had concerns about the value and amount per speaker.

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

#### Action 2.1

Budgeted: \$2,000

Estimated Actual Expenditures: \$2,000

Remaining: \$0

#### Action 2.2

Budgeted: \$7,310

Estimated Actual Expenditures: \$7,310

Remaining: \$0

#### Action 2.3

Original Budget: \$34,000

Budget After SSC Changes: \$49,410

Estimated Actual Expenditures: \$39,640

Remaining \$9,770

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.

2.1A: Continue, but work on ways to identify students in need and what they need.

2.2 A, B, & C: Continue

2.3 A, B, & C: Continue and increase funding

2.3D: Continue

2.3E: Move to goal # 3 for speakers about student wellness

# 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.

#### Safe and Positive Learning Environment

By June 2026, Paloma Valley High School will provide a multi-tiered system of support to increase student engagement, connectedness to school and community, and to promote a safe and productive school environment with emphasis on at-promise students including families of underrepresented or struggling students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All departments and sites will provide a safe and positive environment for staff and students.

### Identified Need

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

By June 2026, Paloma Valley High School will provide a multi-tiered system of support to increase student engagement, connectedness to school and community, and to promote a safe and productive school environment with emphasis on at-promise students including families of underrepresented or struggling students by:

- 1) improving our score for student connectedness on the California Healthy Kids Survey to 55%
- 2) reducing the number of suspensions by 3%.

### 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
Suspension Rate	2.6% of all students suspended at least once declined 4.4%	decline 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
3.1	3.1 Provide programs and student activities to build a positive school culture and climate.	All Students	7,000 Title I 4000-4999: Books And Supplies 3.1A: Material and supplies for Link, PLUS, and ASB, and Unified Events  3,500 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>3.1B: Materials and supplies for school climate, culture building activities, and student recognition: including, but not limited to, school merchandise as incentives for 5-Star points, trophies, stickers, school merchandise as awards and incentives that all teachers can use to promote school culture in the classroom and student connectedness, certificate paper, cords for graduation for students who scored proficient or above on the CAASPP.</p> <p>5,000 Title I 4000-4999: Books And Supplies</p> <p>3.1C: Purchase of the 5-star program for students to increase student participation in school events</p> <p>7,000 Title I 5000-5999: Services And Other Operating Expenditures</p> <p>3.2D: Motivational speaker to inspire students and help them learn about post-secondary options</p> <p>760 Title I 5000-5999: Services And Other Operating Expenditures</p> <p>3.2E: Buses to take students to middle schools in order to promote high school programs. 2 buses for 4 hours @ \$95/hour</p> <p>1,520 Title I 5000-5999: Services And Other Operating Expenditures</p> <p>3.2F: Buses to take students to a leadership fieldtrip- 2 buses for 8 hours @ 95/hour</p>

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

#### Action 3.1:

Provide professional development and student activities to build a positive school culture and climate.

#### Successes:

3.1A: Link and PLUS successfully used the funding to support students and school culture.

3.1B: Increased funding to this category for ASB, Plus, and Link to use.

3.1C: The 5-Star program was successfully used school wide and helped teachers and staff track student participation and passes around campus.

3.1D: Cords were purchased for students to wear at graduation.

#### Challenges:

3.1E: Vendors for lunch activities were difficult to find in a reasonable price range due to Vendor insurance costs. We moved the money from this category when we were unable to find a reasonably priced Vendor.

#### Action 3.2:

CADA School Membership to train and provide resources for teachers to work with students on school culture.

#### Challenges:

3.2A: Item was removed. Can not be paid out of Title I funds.

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

#### Action 3.1

Budgeted: \$24,000

Estimated Actual Expenditures: \$16,787.50

Remaining: \$7,212.50

#### Action 3.2:

Budgeted: \$250

Estimated Actual Expenditures: \$0

Remaining: \$0

Funds were moved from this category.

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.

3.1A: Continue funding Link and Plus

3.1B: Increase funding to this category since we will be removing 3.1E. We will rely more on ASB, Plus, and Link to provide culture building activities instead of outside vendors.

3.1C: Continue purchasing 5-Star program and use on campus.

3.1D: Continue the purchase of cords for graduation for proficient scores on CAASPP.

3.1E: Remove this category due to high costs of vendors.

#### Additions:

School merchandise as incentives for 5-Star points

Trophies, stickers, and school merchandise as awards and incentives that all teachers would have access to promote school culture in the classroom and student connectedness

Add school speakers to this category instead of Goal # 2

Buses for students to go to middle schools to promote school programs

3.2A: Will be removed next year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### School Community Involvement

By June 2026, Paloma Valley High School will increase opportunities for parent involvement and school- community communication.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Secure and strengthen home-school-community connections and communications.

### 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.

By June 2026, Paloma Valley High School will increase opportunities for parent involvement and school- community communication as evidenced by

- 1) an increase in opportunities for parent engagement activities on campus
- 2) an increase in number of participants, in person and online, for various committees (e.g. ELAC, SSC, PELI, AAPAC) by 5%

### 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
Parent Participation	2024-25 Parent Participation: 3,390	2025-26: Parent Participation: 3,560

### 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
4.1	4.1 Activities to increase parental involvement on campus	All Students	2,804 Title I 4000-4999: Books And Supplies 4.1A: Resources for parent volunteers to use on campus, including, but not limited to, paper, markers, and electronics.  2,000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4.1B: Staff timecard and release time to prepare and deliver parent meetings in order to help families with topics such as college preparedness, graduations requirements, and FAFSA or to assist at parent events like registration

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Action 4.1:  
 Activities to increase parental involvement on campus  
 Challenges:  
 4.1A: Did not host childcare for after school meetings.  
 4.1B: Did not host speakers for after school parent meetings.

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

Action 4.1  
 Budgeted: \$5,013  
 Estimated Actual Expenditures: \$0

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.

4.1A: Continue  
 4.1B: Continue  
  
 Additions  
 Pay staff hourly to be at registration clinics to assist families

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### **Academic and Language Proficiency Needs of English Learners**

By June 2026, Paloma Valley High School English Learners will attain language proficiency allowing them to be academically prepared for college and careers, as evidenced by:

- 1) 100% of EL students show growth on their ELPAC score
- 2) an increase of 5% of English Learners Reclassifying to Fluent English Proficient
- 3) Focus on 9th and 10th grade reclassification rate and improve by 10%
- 4) increase English Learner ELA and Math scores by 5 points each on the CAASPP.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Targeted intervention and services to improve student performance and promote academic success for students with disabilities and students experiencing homelessness.

### 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.

Paloma Valley High School earned a Green rating on the English Learner Progress Indicator, with 62.5% of English Learners and 65.7% of Long-Term English Learners (LTELs) making progress—both showing year-over-year gains. However, analysis of ELPAC data reveals key areas for improvement:

Writing remains the lowest-performing domain, with only 0.76% Well Developed and over 22% of students at the Beginning level. There is a need for increased academic writing scaffolds and targeted support in Designated ELD.

Although overall growth is strong, 37.5% of ELs did not progress, highlighting the importance of early intervention, ongoing progress monitoring, and personalized reclassification plans.

Reading and Listening domains show most students performing at the "Somewhat/Moderately Developed" level. Instruction should focus on strengthening comprehension, academic vocabulary, and oral academic discourse across content areas.

In 2024, English Learners at Paloma Valley High School scored 63.3 points below standard in English Language Arts (ELA) and 154 points below standard in Mathematics on the California School Dashboard. While these scores reflect significant growth (+43.1 points in ELA and +50.1 points in Math), ELs remain well below grade-level proficiency in both subjects. This indicates a continued need for language-integrated academic support, particularly in content-area literacy and mathematical reasoning.

**Steps Taken to Address the Need**

Implemented Designated and Integrated ELD across all grade levels, with a focus on academic discourse, writing, and vocabulary development.

Professional development for content teachers on scaffolding strategies, SDAIE methods, and incorporating ELD standards into core instruction.

Progress monitoring and reclassification tracking to identify and support students who are not yet meeting ELPAC or SBAC benchmarks.

Targeted small-group interventions and peer-tutoring models in both ELA and Math, supported by instructional aides and bilingual staff.

Collaboration between EL, Special Education, and core departments to ensure inclusive instructional planning and data-driven supports.

## 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
Reclassification Rate	2024-25 RFEP Rate 25.4%	25-26 RFEP Rate 30%
ELPAC Results	2024-25 ELPAC Level 4- 25.4% Level 3- 36.8% Level 2- 19.3% Level 1- 18.4%  ELPI Movement Reports: 47.6%	ELPI Movement Reports: 55%

## 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
5.1	Provide a two period release for an English Learner teacher lead to design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom.	English Learners	1000-1999: Certificated Personnel Salaries 5.1A: Centralized services for two release periods for EL support.
5.2	Provide resources for the EL program and students	English Learners	3,225 Title I 4000-4999: Books And Supplies 5.2A: Materials and supplies for teacher and EL students to use in the classroom  1,375 Title I 2000-2999: Classified Personnel Salaries 5.2B: Subs for release time for EL teachers to plan and collaborate/ 5 subs @ \$275 per day  1,000 Title I 4000-4999: Books And Supplies 5.2C: Trainings, bootcamps, subscriptions, or other services to assist EL students and teachers of EL students

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# 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	\$111,819.00
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 (\$)
Title I	\$111,819.00

Subtotal of additional federal funds included for this school: \$111,819.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$111,819.00

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Title I	111,819.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,725.00
2000-2999: Classified Personnel Salaries	4,625.00
4000-4999: Books And Supplies	50,979.00
5000-5999: Services And Other Operating Expenditures	31,490.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	24,725.00
2000-2999: Classified Personnel Salaries	Title I	4,625.00
4000-4999: Books And Supplies	Title I	50,979.00
5000-5999: Services And Other Operating Expenditures	Title I	31,490.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,075.00
Goal 2	45,560.00
Goal 3	24,780.00
Goal 4	4,804.00
Goal 5	5,600.00

# 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
- 0 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Julie Blied	Principal
Kathryn Lennertz	Classroom Teacher
Matt Davis	Classroom Teacher
Ann Campbell	Classroom Teacher
Jeremiah Wade	Parent or Community Member
Sheila Brown	Parent or Community Member
Danielle Noel-Castle	Parent or Community Member
Ruby Sevilla	Parent or Community Member
Evan Deharo	Secondary Student
Brooklyn Rutledge	Secondary Student
Alexa Davila	Secondary Student

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

# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 20 May 2025.

Attested:

	Principal, Julie Blied on 5-20-25
	SSC Chairperson, Ann Campbell on 5-20-25

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023