



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paradise Valley Engineering Academy	43 69583 6098271		

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

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

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

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

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

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

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

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

These goals are:

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

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

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

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

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

# Educational Partner Involvement

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

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

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

ELAC and SSC merged meetings on 04/09/25 to view data, current budget and discuss new goals and the next years budget. Staff and the public were mixed in with ELAC and SSC as this meeting was a workshop model. Each group had a representative from each category: ELAC, SSC, Teacher, and Classified staff. The School Site Council and ELAC was sent a draft of this document on 04/16/25 to review and give feedback.

The plan was approved by the staff, School Site Council, and English Learner Advisory Council on 04/25/2025.

## 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.

The CDE Dashboard data showed that PVEA students that are identified as Socioeconomically Disadvantaged scored in the orange category for Math and Chronic Absenteeism. Based on this data, and the needs assessment from parents, the school will add in Academic Family Nights into the SPSA this school year around math. Chronic Absenteeism is a yearly concern. The Hispanic, Students with Disabilities, and Students considered Socioeconomically Disadvantaged scored in the orange category on the CDE Dashboard. The Climate and Culture team will meet monthly to ensure that the students identified during the 24/25 school year have a check in with a preferred staff member to monitor them throughout the year. If new students come up the team will work on assigning them a check in person.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Based on the California School Dashboard, the students considered Socioeconomically Disadvantaged scored in the Orange category for both Math and Chronic Absenteeism. The Hispanic and Students with Disabilities also scored in the orange for Chronic Absenteeism.

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.

For English Language Arts the Hispanic and Socioeconomically Disadvantaged groups scored in the yellow, whereas, the "All Students" scored in the blue. In Math, the Socioeconomically Disadvantaged fell in the orange and Hispanic in the yellow categories. The "All Students" group fell in the blue category.

### Other Needs

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

To create goals, teams reviewed the iReady data from diagnostics 1 and 2, ELPAC data, Suspension data, and did a root cause analysis on absenteeism. During the merged SSC and ELAC meeting the team discussed what needs the school still has based on the data. During the meeting, the teams reviewed the goals from the 24/25 SPSA, the principal

discussed the data and budget. The team split into small groups to discuss different goals in depth. Each group comprised an ELAC, SSC, Teacher, and Classified representative. Members of the public were added to the teams to ensure transparency. The following data was reviewed: iReady ELA data, iReady Math data, and Literably data (viewed by the number of students scoring below the expected level). Teams walked around the room adding thoughts/suggestions/concerns to posters that were for each goal. Groups came up with suggested adjustments to the proposed goals. The principal wrote the new goals in the meeting and showed the budget for the following school year. The team discussed each goal, strategy, and fiscal impact. The team prioritized the needs, and the budget was allocated based on the priority brought forward. The final draft was emailed to the SSC and ELAC on April 16, 2025. The SSC, ELAC, Certificated, and Classified teams were asked to send feedback by April 23rd. The ELAC and SSC voted on the finalized SPSA on April 25, 2025.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.55%	0%	%	2	0	
African American	1.10%	1.1%	1.49%	4	4	6
Asian	4.12%	4.66%	5.46%	15	17	22
Filipino	2.75%	3.29%	2.98%	10	12	12
Hispanic/Latino	43.68%	41.37%	34.74%	159	151	140
Pacific Islander	0.55%	0.27%	0.25%	2	1	1
White	35.16%	35.34%	37.22%	128	129	150
Two or More Races	8.52%	9.86%	12.66%	31	36	51
Not Reported	3.57%	4.11%	5.21%	13	15	
<b>Total Enrollment</b>				364	365	403

### Enrollment By Grade Level

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

#### Conclusions based on this data:

1. The student overall enrollment dropped after covid but has increased yearly since that year.
2. The school has expanded in the lower grade levels to accommodate the increase of students.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	43	42	36	11.8%	11.5%	8.9%
Fluent English Proficient (FEP)	16	21	16	4.4%	5.8%	4.0%

### Conclusions based on this data:

1. The newcomer student group has increased the past three years.
2. There is a correlation between the students who are not passing the ELPAC and the students that are in our Reading Intervention group.
3. Based on the ELPAC student group areas, the school needs to work on Teacher Professional Development for students that are at our Beginning level.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	58	73	56	57	69	56	57	69	100.0	98.3	94.5
Grade 4	66	50	51	62	50	49	62	50	49	93.9	100.0	96.1
Grade 5	49	68	49	49	68	49	49	68	49	100.0	100.0	100
All Grades	171	176	173	167	175	167	167	175	167	97.7	99.4	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2444.	2423.	2437.	30.36	24.56	34.78	32.14	19.30	23.19	14.29	24.56	17.39	23.21	31.58	24.64
Grade 4	2465.	2464.	2493.	27.42	32.00	36.73	22.58	24.00	26.53	16.13	14.00	16.33	33.87	30.00	20.41
Grade 5	2497.	2505.	2520.	20.41	23.53	34.69	32.65	26.47	24.49	18.37	22.06	20.41	28.57	27.94	20.41
All Grades	N/A	N/A	N/A	26.35	26.29	35.33	28.74	23.43	24.55	16.17	20.57	17.96	28.74	29.71	22.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.93	21.05	24.64	48.21	52.63	53.62	17.86	26.32	21.74
Grade 4	19.35	20.00	36.73	64.52	58.00	42.86	16.13	22.00	20.41
Grade 5	18.37	20.59	34.69	65.31	61.76	55.10	16.33	17.65	10.20
All Grades	23.95	20.57	31.14	59.28	57.71	50.90	16.77	21.71	17.96

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	25.00	21.05	26.09	51.79	50.88	55.07	23.21	28.07	18.84
<b>Grade 4</b>	27.42	8.00	20.41	48.39	62.00	61.22	24.19	30.00	18.37
<b>Grade 5</b>	28.57	29.41	26.53	38.78	42.65	61.22	32.65	27.94	12.24
<b>All Grades</b>	26.95	20.57	24.55	46.71	50.86	58.68	26.35	28.57	16.77

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	12.50	10.53	10.14	73.21	66.67	78.26	14.29	22.81	11.59
<b>Grade 4</b>	11.29	20.00	16.33	77.42	76.00	75.51	11.29	4.00	8.16
<b>Grade 5</b>	10.20	13.24	14.29	75.51	76.47	75.51	14.29	10.29	10.20
<b>All Grades</b>	11.38	14.29	13.17	75.45	73.14	76.65	13.17	12.57	10.18

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	26.79	21.05	17.39	60.71	54.39	69.57	12.50	24.56	13.04
<b>Grade 4</b>	14.52	14.00	16.33	66.13	76.00	65.31	19.35	10.00	18.37
<b>Grade 5</b>	18.37	17.65	18.37	59.18	60.29	65.31	22.45	22.06	16.33
<b>All Grades</b>	19.76	17.71	17.37	62.28	62.86	67.07	17.96	19.43	15.57

**Conclusions based on this data:**

1. Looking at the subset data, Writing was the lowest of the subsets of students scoring in the Above/At/Near the previous year, however, that score improved and now the Reading category is the lowest.
2. The percentage of students scoring below standard decreased in all subset data.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	58	73	56	57	68	56	57	68	100.0	98.3	93.2
Grade 4	66	50	51	62	50	49	62	50	49	93.9	100.0	96.1
Grade 5	49	68	49	49	68	49	49	68	49	100.0	100.0	100
All Grades	171	176	173	167	175	166	167	175	166	97.7	99.4	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.	2419.	2447.	25.00	21.05	23.53	32.14	31.58	41.18	12.50	12.28	13.24	30.36	35.09	22.06
Grade 4	2482.	2502.	2510.	27.42	34.00	34.69	24.19	26.00	32.65	25.81	28.00	20.41	22.58	12.00	12.24
Grade 5	2481.	2506.	2514.	22.45	27.94	22.45	14.29	14.71	28.57	26.53	23.53	22.45	36.73	33.82	26.53
Grade 11															
All Grades	N/A	N/A	N/A	25.15	27.43	26.51	23.95	23.43	34.94	21.56	21.14	18.07	29.34	28.00	20.48

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.36	28.07	29.41	44.64	40.35	48.53	25.00	31.58	22.06
Grade 4	37.10	40.00	48.98	35.48	46.00	38.78	27.42	14.00	12.24
Grade 5	18.37	27.94	24.49	48.98	42.65	55.10	32.65	29.41	20.41
Grade 11									
All Grades	29.34	31.43	33.73	42.51	42.86	47.59	28.14	25.71	18.67

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.07	26.32	38.24	30.36	42.11	41.18	28.57	31.58	20.59
Grade 4	16.13	24.00	28.57	61.29	54.00	51.02	22.58	22.00	20.41
Grade 5	18.37	25.00	18.37	40.82	44.12	55.10	40.82	30.88	26.53
All Grades	25.15	25.14	29.52	44.91	46.29	48.19	29.94	28.57	22.29

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.14	21.05	23.53	44.64	59.65	55.88	23.21	19.30	20.59
Grade 4	27.42	26.00	40.82	54.84	56.00	42.86	17.74	18.00	16.33
Grade 5	12.24	14.71	10.20	55.10	63.24	67.35	32.65	22.06	22.45
All Grades	24.55	20.00	24.70	51.50	60.00	55.42	23.95	20.00	19.88

**Conclusions based on this data:**

1. The students that scored the lowest out of all of the grade levels in 22/23 scored the highest of all grade levels in the 23/24.
2. The percentage of students scoring the below standard category for all of the subsets decreased.
3. Based on the CDE Dashboard our students identified as Socioeconomically Disadvantaged scored in the orange category.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1374.5	*	*	1391.5	*	*	1335.2	*	8	11
1	*	*	*	*	*	*	*	*	*	7	*	7
2	*	1401.0	*	*	1413.2	*	*	1388.5	*	7	12	*
3	*	*	*	*	*	*	*	*	*	*	6	8
4	*	*	*	*	*	*	*	*	*	5	5	*
5	*	*	*	*	*	*	*	*	*	8	4	4
All Grades										33	36	34

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	33.33	*	*	25.00	*	*	41.67	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.21	11.11	14.71	39.39	38.89	35.29	24.24	25.00	32.35	15.15	25.00	17.65	33	36	34

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	9.09	*	*	18.18	*	*	45.45	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	8.33	*	*	33.33	*	*	16.67	*	*	41.67	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	22.22	20.59	33.33	36.11	38.24	15.15	22.22	26.47	12.12	19.44	14.71	33	36	34

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	8.33	*	*	33.33	*	*	58.33	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	2.78	11.76	30.30	30.56	20.59	36.36	36.11	44.12	24.24	30.56	23.53	33	36	34

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	16.67	*	*	41.67	*	*	41.67	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	16.67	23.53	51.52	61.11	64.71	9.09	22.22	11.76	33	36	34

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	16.67	*	*	41.67	*	*	41.67	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	30.56	17.65	39.39	41.67	58.82	15.15	27.78	23.53	33	36	34

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	8.33	*	*	25.00	*	*	66.67	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.12	5.56	2.94	60.61	58.33	67.65	27.27	36.11	29.41	33	36	34

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	27.27	*	*	27.27	*	*	45.45	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.21	22.22	17.65	60.61	50.00	61.76	18.18	27.78	20.59	33	36	34

**Conclusions based on this data:**

1. Based on ELPAC data the Reading Domain had the largest percentage of students in the lowest level.
2. Based on the CDE Dashboard data for English Learners increased their score on the English Language Arts section by 19.6 points.
3. Based on the CDE Dashboard data for English Learners increased their score on the Math section by 32.2 points.



# 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.

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
403	27.8%	8.9%	0.0%

Total Number of Students enrolled in Paradise Valley Engineering Academy.

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

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

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	36	8.9%
Foster Youth	0	0.0%
Homeless	16	4%
Socioeconomically Disadvantaged	112	27.8%
Students with Disabilities	47	11.7%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	6	1.5%
American Indian	0	0.0%
Asian	22	5.5%
Filipino	12	3%
Hispanic	140	34.7%
Two or More Races	51	12.7%
Pacific Islander	1	0.2%
White	150	37.2%

**Conclusions based on this data:**

1. The 2022/23 school data for students identified as Socioeconomically Disadvantaged decreased to 30.4% and for the 23/24 school year to 27.8%. This is inaccurate data as many families are not filling out the lunch applications since students receive lunch for free.
2. There are 43 students identified as EL in the 24/25 school year. Out of those 43; 9 students are EL and have an IEP; 9 students are at risk of LTEL status.
3. For the 24/25 school year PVEA currently has 11 Newcomers. The school hired a retired teacher to pull small groups for the Newcomer students.

# School and Student Performance Data

## Overall Performance

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

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



# 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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>14.0 points above standard</p> <p>Increased 16.6 points</p> <p>168 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>56.5 points below standard</p> <p>Maintained 2.6 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>73.7 points below standard</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>44.1 points below standard</p> <p>Increased 8.8 points</p> <p>52 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>80.2 points below standard</p> <p>Increased 18.2 points</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>34.3 points below standard</p> <p>Increased 12.2 points</p> <p>69 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>30.0 points above standard</p> <p>Declined 20.1 points</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>51.2 points above standard</p> <p>Increased 27.5 points</p> <p>58 Students</p>

**Conclusions based on this data:**

1. Based on this data, the Students with Disabilities made significant growth of 18.2 points. The school still has significant work to do to decrease the gap.
2. The students that are Two or More Races declined on the English Language Arts section, however, they are still above standard.

# School and Student Performance Data

## Academic Performance Mathematics

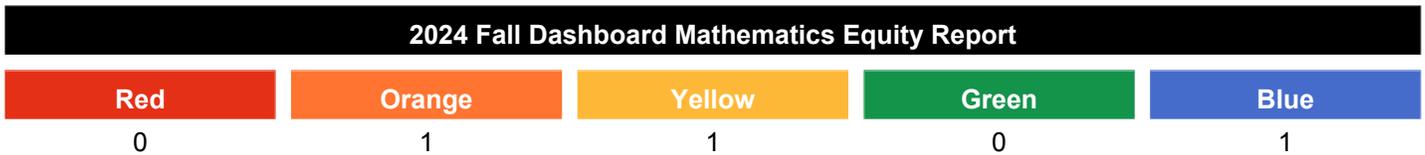
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>7.9 points above standard</p> <p>Increased 15.8 points</p> <p>167 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>50.3 points below standard</p> <p>Increased 25.5 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>87.2 points below standard</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>58.3 points below standard</p> <p>Declined 7.0 points</p> <p>53 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>76.6 points below standard</p> <p>Increased 30.0 points</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>36.2 points below standard</p> <p>Increased 12.0 points</p> <p>68 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0.3 points above standard</p> <p>Declined 50.8 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>41.7 points above standard</p> <p>Increased 28.4 points</p> <p>58 Students</p>

**Conclusions based on this data:**

1. The English Learner population (13 students) had the largest gap of 112.8 points below the standard in 23/24 (18 students) and now have a gap of 50.3 points. This was a decrease of more than half.
2. Students with Disabilities (33 students) had the second largest gap of 106.5 points below the standard and for the 23/24 (29 students) school year scored at 76.6 points below the standard. There was significant growth.
3. The Socioeconomically Disadvantaged group widened the gap and requires teams to focus on this population during PLT discussions.

# 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 34.8% making progress. Number Students: 23 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 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> 30.4%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 30.4%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 34.8%

### Conclusions based on this data:

1. The students furthest from Reclassification are still not passing based on this data. The team will need to address this differently going forward.
2. The school added a retired teacher this year to address the growing number of Newcomers.

# 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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 18.4% Chronically Absent Declined 7.7 413 Students	<b>English Learners</b>  Yellow 17.5% Chronically Absent Declined 26.3 40 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Homeless</b>  No Performance Color 29.2% Chronically Absent Declined 25.8 24 Students	<b>Socioeconomically Disadvantaged</b>  Orange 27.5% Chronically Absent Declined 11.2 120 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>31.6% Chronically Absent</p> <p>Declined 12.9</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 2.8</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Increased 16.7</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>22.4% Chronically Absent</p> <p>Declined 13.5</p> <p>143 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>9.6% Chronically Absent</p> <p>Declined 6.1</p> <p>73 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>Yellow</p> <p>17% Chronically Absent</p> <p>Declined 3.6</p> <p>153 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities still show a significant percentage of the Chronically Absent.
2. Students experiencing Homelessness is also a significant percentage of 29.2. Staff will need to work with CARE staff to ensure the school has provided all that they can to help them get to school and have resources.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

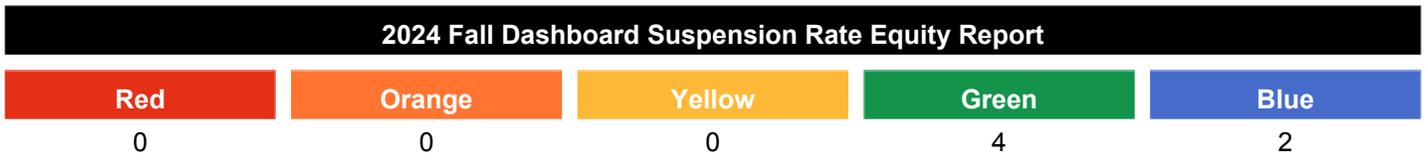
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This section provides number of student groups in each level.



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> Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 1.6%</p> <p>425 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>43 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 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>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>3.6% suspended at least one day</p> <p>Declined 4.4%</p> <p>28 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>1.6% suspended at least one day</p> <p>Declined 1.4%</p> <p>127 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined 3.4%</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 3.6%</p> <p>151 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>73 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>0.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>157 Students</p>

**Conclusions based on this data:**

1. "All Students" data moved into the Blue category. As a team they are examining the root cause of these issues and addressing those specifically for each student.
2. This school year's data so far shows a significant number of suspensions between 2 students. Both were moved into alternate placements based on their IEPs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### College and Career Readiness

English Language Arts

The distance from standard for students identified as Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities in English Language Arts on the California School Dashboard will decrease by at least 10 points by June 2026.

Math

The distance from standard for students identified as Hispanic, English Learners, and Students with Disabilities in Math on the California School Dashboard will decrease by at least 10 points by June 2026. Students identified as Socioeconomically Disadvantaged will decrease by 15 points by June 2026.

English Language Proficiency Assessment for California

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Based on the California School's Dashboard students identified Socioeconomically Disadvantaged scored in the Orange category for Math based on the CAASPP results.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data ELA	All Students- Blue Hispanic- Yellow Socioeconomically Disadvantaged- Yellow White- Blue Other student groups are not large enough for a performance rating	Students identified as Students with Disabilities or English Learners or Hispanic or Socioeconomically Disadvantaged will increase by 10 points on English Language Arts as measured on the CAASPP.
California Dashboard Data Math	All Students- Blue Hispanic- Yellow Socioeconomically Disadvantaged- Orange White- Blue	Students identified as Students with Disabilities or English Learners will increase by 10 points in Math as measured on the CAASPP.

	Other student groups were not large enough for a performance rating	Students identified as Hispanic will increase by 10 points in Math as measured on the CAASPP.  Students identified as Socioeconomically Disadvantaged will increase by 15 points in Math as measured on the CAASPP.
Spring 2023 Literably Data	End of the Year data per grade level (on grade level/below grade level) 1st: 34 on grade level; 42 below grade level 2nd: 28 on grade level; 25 below grade level 3rd: 30 on grade level; 22 below grade level 4th: 45 on grade level; 29 below grade level 5th: 38 on grade level; 19 below grade level	All students currently on grade level for reading will continue to be on grade level or above. All students currently below grade level will increase by 1.5 years of growth in one school year.
Literacy Intervention Student Data	All students made progress.	All students served in the Literacy Intervention groups will increase in i-Ready and Literably assessments.
iReady Data	Based on Growth data in i-Ready from the first diagnostic to the end-of-year diagnostic: School Wide ELA Data: 49% of the school was on grade level 37% was one grade level behind 9% was two grade levels behind 5% was 3 or more grade levels behind  School Wide Math Data: 38% of the school was on grade level 49% of the school was one grade level behind 8% of the school was two grade levels behind 5% of the school was three or more grade levels behind.	The overall green band (on grade level or above) for each grade level will increase to at least 60% of students in the green by the 2nd Diagnostic test for English Language Arts and 50% in Math. Students in the Red band will show 60% growth in their individual scores between Diagnostic 1 and 3.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide substitute teachers to cover for 504, IEPs, and SST meetings Provide substitute teachers to cover so that each teacher receives Professional Development to address the EL and Students with Disabilities student groups. This will include, but not be limited to, continued PLT training (data, unpacking, creating learning progressions, common formative	Underperforming students, including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	11,124.51 LCFF  Cost of substitutes to cover teachers for 504/IEPs/SSTs  7,079.08 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	assessments), English Learner strategies, multi-sensory education, and early literacy skills professional development.		Cost of substitutes to cover the teachers for Professional Development
1.2	Continue to provide Reading Intervention and Push in to lower grade levels to ensure students are making adequate progress	All students with a focus on Foster, Socioeconomically Disadvantaged, and English Learners	District Funded Reading TOSA and MTSS para
1.3	Provide Career and College guest speakers	All Students	0 None Specified Guest speakers
1.4	Provide collaboration time and PD to disaggregate student performance levels based on ELPAC and CAASPP and plan for the next steps to address the language needs of students identified as English Learners. Continue to provide ELD based on specific student needs in both whole class and small group settings.	English Learners	0 None Specified Collaboration Time and PD for EL instruction cost in previous strategy.
1.5	Provide Instructional Support for students that need extra support based on the student group data in the California Dashboard	All students with a focus on Foster, Socioeconomically Disadvantaged, and English Learners	3,080.21 LCFF Instructional Support for English Learners that fall under the LCFF categorical funding that are below grade level. 4,872 General Fund Instructional support for students that do not fall under the LCFF categorical funding that are below grade level.
1.6	Provide learning materials for classrooms.	All students with a focus on Foster, Socioeconomically Disadvantaged, and English Learners	5,900.96 General Fund Purchase instructional materials and supplies 6,455.59 LCFF Purchase of instructional materials and supplies
1.7	Provide instructional materials and documents to students	All students	5,000 General Fund Copier toner and maintenance

# 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.

Based on the SBAC data we met all goals except for in Math for Students identified as Socioeconomically Disadvantaged.

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

The school ended up spending more money than expected on IEP, SST, and 504 meetings. This ended up taking money from Yard duty hours and Professional Development days.

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

The school will provide additional targeted support for students identified as English Learners and Students with Disabilities using a retired teacher that has both a General Education and Special Education background. This instructional support will address the needs of each student individually. (Action 1.5)  
Student Supervisors will also help in the TK and K classrooms in between recess and lunch schedules to allow for smaller grouping in the classrooms.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Family/Guardian and Community Engagement

The percentage of parents engaged in their child's education will increase by at least 10% as measured by Volunteer logs, Parent square data (percentage read), parent trainings on how to help their children with math curriculum, family events, and parent meetings by June 2026.

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Based on parent data received via principal chats, ELAC, SSC, HSA meetings, Paradise Valley will continue the current ways of engaging with families, and will add in teaching strategy nights. Families reported that they are struggling with helping their children with the math curriculum, stating that they often do not know what to do when their child needs help.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Engagement of parents with students with disabilities	Only 2 parents who attend HSA and Principal Chats are parents with a child that is on an IEP.	The percentage of parents with a child that is on an IEP attending HSA meetings and Principal Chats will increase to match the percentage of students in the school.
School Site Council	SSC met 6 times this school year to discuss plans, goals, student data, and progress on goals.	The School Site Council will continue to be informed and meet as a council to review student data and adjust and reevaluate goals throughout the year. The School Site Council will continue to use a running agenda that all parents have access to view at any time.
English Language Learner Advisory Council	ELAC met five times this school year to discuss EL needs, parent needs, student data, and progress on goals. ELAC turnout more than doubled from the previous year.	The number of parents participating in ELAC will increase by 10% from the 24/25 school year.
Home School Club	Home School Club met at least once a month to go over events and projects. HSA items are listed below in the volunteering and fundraising categories	The percentage of parents volunteering or attending events will increase by 10% as measured by using sign in sheets.

Parent Meetings, Newsletters, Workshops	Principal Chats were merged with the HSA meeting to allow for more parents to attend. ELAC and SSC were scheduled consecutively so that both groups of parents could join the other meeting.	The percentage of parents attending HSA meetings will increase by 10%.
Volunteering	Parents volunteered in the following items: Meet the Masters, Panther Prowl, Panther Den, small group pull outs, Art Cart, Book Fairs, Fall Festival, Appreciation Week, and in their child's classroom.	Continue to bring volunteers in and find ways for those who cannot come during the school day to still volunteer.
Fundraisers	Fundraisers this school year included many dinner night outs, 2 book fairs, the Panther Prowl, and Fall Festival, and various other events.	All events that happened in the 24/25 school year will continue during the 25/26 school year with the addition of Parent's Night Out.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide transparent and timely information to the school community in multiple formats (phone, text, email) 2. Maintain student files, create items for parent involvement, and parent information in paper format	All Students	2,119 General Fund  Stipend for technology (website/social media)  Lottery  Pay for copy machine items and servicing of the machines- see goal 1 for funding  1,000 General Fund  Purchase supplies needed for staff for regular school business (student files, parent newsletters, parent volunteer items, paper for the copier, etc)  500 General Fund  Postage
2.2	Hold principal chats that focus on topics that were brought up during the parent needs assessment	All Students	0 None Specified
2.3	Train volunteers on strategies to use to help Newcomers learn basic English.	Students new to the country within a year	0 None Specified
2.4	Train volunteers on how to work with students on practicing math skills.	All Students	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Principal will continue to hold at least 4 community outreach events in the summer.	All Students	0 None Specified
2.6	Provide interpreters available for all parent chats, ELAC, and SSC meetings. Language Line will be used for all languages other than English and Spanish.	Students identified as English Learners	0 None Specified Interpretation by Liasion
2.7	Provide translation of newsletters.	All Students	0 None Specified
2.8	Provide parent workshops to address topics parents want to learn about. Parents will be surveyed in July 2025 about topics they want to learn in a workshop.	All Students	0 None Specified
2.9	Conduct targeted outreach to connect families with services based on needs.	All Students	0 None Specified
2.10	Provide documents to families as needed and send documents to other schools	All Students	0 General Fund Postage- see above
2.11	Supplies for the front office (paper, toner, copier maintenance)	All Students	4,000 General Fund
2.12	Create a group of volunteer families to be "Caregiver Connections" to incoming families. This will help new families know someone and help them get acclimated their first year to the school. Their goal is to meet them at events, help them learn the volunteer process, and how to get in contact with staff members as needed.	All Students	0 None Specified
2.13	Hold "Best Practices" meetings for parents and staff to share how they interact/engage with their children. ELAC held one this school year and it was a huge success.	All Students	0 None Specified
2.14	Bring back Los Dichos program for parents to volunteer as readers.	All Students	0 None Specified

## 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.

Parent engagement increased significantly at all events and volunteering. All events were well attended and positive feedback was recorded, however, the number of parents of students with IEPs was recorded as very low attendance. Parents of students with IEPs stated they would like more targeted outreach going further.

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

The major difference between the intended implementation was that the family teaching nights and the SpEd parent groups did not happen.

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

The principal will continue community outreach and will start the Caregiver Connection group to help engage folks that are new to the school community. (Activity 2.12)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Student Engagement, Social Emotional Learning

All students who received an attendance letter during the 24/25 school year will increase their attendance by 10%, as measured using the Aeries attendance tracker.

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

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Chronic Absenteeism went from red in the 22/23 year to yellow during the 23/24 year on the California Dashboard. All student groups reported were in the red for chronic absenteeism and they moved to Orange or Yellow. The California Dashboard reported that 26.1% of the school fell into this category which decreased to 18.4%. Suspensions rose from the Orange category to the Blue category.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data Chronic Absenteeism	All students: Yellow Students identified as English Learners: Yellow Hispanic: Orange Socioeconomically Disadvantaged: Orange Students with Disabilities: Orange White: Yellow	As measured by the California Dashboard Data, the percentage of students identified as chronically absent will decrease by at least 5%.
California Dashboard Data Suspensions	All students: Blue with no categories in the Yellow, Orange, or Red. Important improvements were made in the following: Students with Disabilities: Green, which was Orange the previous year	Suspensions will decrease by 5% for students who have been suspended more than once.

	Hispanic: Blue, which was Yellow the previous year	
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Purchase health equipment needed for students that become ill or hurt in school.	All Students	500 General Fund  Health Supplies
3.2	PVEA students will create/plan/lead and participate in SPIRIT days, assemblies, and buddy classrooms	All Students	0 None Specified
3.3	Climate and Culture team will continue to meet monthly to disaggregate student data to ensure Tier 1, Tier 2, and Tier 3 structures are in place and working.	All students	0 None Specified
3.4	All classrooms will participate in activities that foster a positive school climate and character building. Staff will continue to use the Second Step Curriculum.	All students	0 None Specified
3.5	All students who were identified as chronically absent during the 24/25 school year will be assigned a check-in trusted adult to help reengage them in school.	All students that are considered Chronically Absent	0 None Specified
3.6	Principal will work with families on the importance of school attendance and when to request Independent Studies	All Students	0 None Specified
3.7	The school will create Attendance challenges to encourage all students to come to school every day.	All students	0 None Specified
3.8	The school will provide access to the Relaxation Room and Wellness Counselor events	All students	0 None Specified
3.9	The school will hire two Student Supervisors to support classroom instruction, playground supervision and student safety for TK electives.	All Students with a focus on students identified as socioeconomically disadvantaged, foster youth, or English Learner	16,973.99 General Fund  5,963.80 LCFF
3.10	The Climate and Culture team will continue to build a robust MTSS system and improve our PBIS system.	All students	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.11	Principal will continue to meet with a Safety Team at least once per trimester to work on overall safety of the campus. The Safety Team must consist of Law Enforcement, Fire representatives, an SRO, and any other first responders.	All students	0 None Specified
3.12	Continue to purchase new books for the library to ensure students are engaged in Reading and excited about the library.	All students	3,978 District Funded  Purchase books

# 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.

The Culture and Climate team worked on the school wide values documents, created a new monthly acknowledgement system, and applied for Silver status with PBIS.

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

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

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

Part of the parent feedback during the principal chat at the end of March was that the lack of adult supervision, due to the increase in students in grades TK and K, had caused many students to get injured during recess. The staff reported that behavior difficulties increased this school year, attributing it to the lack of supervision in areas with too many students. This is addressed by adding additional Student Supervisors to ensure that TK will have a separate recess and lunch schedule. (Activity 3.9)

Physical Education staff will also teach students games during the first few weeks of school to familiarize them with the playgrounds, promote positive behavior, and introduce some games to encourage others to play. Teachers will teach social skills and how to interact positively with others throughout the year. Those student supervisors will also support TK during their elective time. This will ensure more adult support during all recesses and lunches. This will enable students to practice appropriate behavior during recess and facilitate more staff coaching on behavior. The school will ensure that yard duty staff are trained in PBIS and utilize positive language and systems with the students.

# 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	\$78,547.14
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$3,978.00
General Fund	\$47,945.03
LCFF	\$26,624.11
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$78,547.14

Total of federal, state, and/or local funds for this school: \$78,547.14

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
District Funded	3,978.00
General Fund	47,945.03
LCFF	26,624.11
None Specified	0.00

### Expenditures by Budget Reference

Budget Reference	Amount
	43,512.35

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	3,978.00
	General Fund	47,945.03
	LCFF	26,624.11
	None Specified	0.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,512.35
Goal 2	7,619.00
Goal 3	27,415.79

# School Site Council Membership

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

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

Name of Members	Role
Eunice Dunham	Parent or Community Member
Karie Marlin	Parent or Community Member
Tyler Allred	Parent or Community Member
Kim Sullivan	Other School Staff
Romina Incandela	Classroom Teacher
Denee Lewis	Classroom Teacher
Amber Andrade	Principal
Tiffany Hawthorne	Classroom Teacher
Anahita Yazdi	Parent or Community Member
Teresa Peschke	Parent or Community Member

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

# 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

# Recommendations and Assurances

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

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

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

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

Signature  


Committee or Advisory Group Name  
English Learner Advisory Committee *Adganez Ruiz*

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 04/25/25.

Attested:


Principal, Amber Andrade on 04/25/25	<i>05/30/25</i>
SSC Chairperson, Teresa Peschke on	<i>5/30/25</i>