



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pleasant Valley School of Engineering and Arts	56-72553-6055412	December 18, 2025	January 15, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 10
 - ELPAC Results 16
 - Student Population 20
 - Overall Performance 22
 - Academic Performance 24
 - Academic Engagement 31
 - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
 - Goal 1 35
 - Goal 2..... 40
 - Goal 3..... 44
- Annual Review and Update 46
 - Goal 1 46
 - Goal 2..... 51
 - Goal 3..... 55
- Budget Summary 57
 - Budget Summary 57
 - Other Federal, State, and Local Funds 57
- Budgeted Funds and Expenditures in this Plan 58
 - Funds Budgeted to the School by Funding Source..... 58
 - Expenditures by Funding Source 58
 - Expenditures by Budget Reference 58
 - Expenditures by Budget Reference and Funding Source 59
 - Expenditures by Goal 59
- School Site Council Membership 60
- Recommendations and Assurances 61

Instructions.....62
Appendix A: Plan Requirements69
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements72
Appendix C: Select State and Federal Programs75

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met on November 6, 2025, and the English Language Advisory Committee met on November 6, 2025 to review, discuss, plan and provide feedback for the SPSA. The SSC was sent a draft of the SPSA on December 8, 2025 to review. The SSC met again on December 15, 2025, to seek preliminary approval of the SPSA pending recommendations and approval of the ELAC. The SSC will meet throughout the school year to review, adjust, and ensure compliance with the SPSA.

Resource Inequities

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

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

After-school math intervention is currently planned for 3rd-8th grade. After school Intervention ensures all 3rd through 8th-grade students receive support. The 3rd-5th Math Intervention began in September 2025 and the 6 -8 Math Intervention began September 2025. The level of mathematics rigor increases exponentially in fourth grade and beyond which is why we will focus on preparing our 3rd graders and supporting our 4th-8th graders.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Language Arts (Orange) Dashboard Indicator shows an overall 15.3 points below standard. High-quality instruction, ongoing student data analysis, in-class intervention, and after school tutoring will support student achievement in the area of English Language Arts. Suspension Rate Dashboard Indicator shows an overall 4.4% student suspension. Increased opportunities for student connectedness through clubs, sports, and student leadership will help increase student connectedness. Additionally, social-emotional support provided through school counseling, SEL curriculum in the classroom, and an onsite Social Worker will help to support the whole child and provide resources to families. English Learner Progress (Red). High-quality instruction, scaffolding and high leverage EL strategies during instruction, ongoing student data analysis, in-class intervention, and after school tutoring will support student achievement in the area of English Learner Progress.

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.

English Language Arts English Learners/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White (Orange): Supports provided include, high-quality instruction, ongoing student data analysis, in-class intervention, and high leverage EL instructional strategies will support student achievement in the area of English Language acquisition. Additionally, English Language Learner (ELL) after-school tutoring will be offered two days per week. To address chronic absenteeism, suspension rates among White students and students with disabilities, and concerns impacting Hispanic, White, and students with disabilities (Orange designation), the school will increase opportunities for student connectedness through clubs, athletics, and student leadership activities. These efforts are intended to strengthen relationships, improve engagement, and foster a greater sense of belonging among students. Additionally incentives and rewards for attendance and academic achievement and social-emotional support provided through school counseling, SEL curriculum in the classroom, and an onsite Social Worker will help to support the whole child and provide resources to families.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.75%	0.19%	0.19%	4	1	1
African American	2.05%	2.27%	2.59%	11	12	14
Asian	3.92%	4.36%	4.07%	21	23	22
Filipino	2.05%	2.46%	3.52%	11	13	19
Hispanic/Latino	69.4%	70.08%	70.56%	372	370	381
Pacific Islander	0%	%	%	0		
White	17.35%	17.99%	15.93%	93	95	86
Two or More Races	4.48%	2.65%	3.15%	24	14	17
Not Reported	0%	%	%	0		
Total Enrollment				536	528	540

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			50
Kindergarten	80	59	45
Grade 1	65	48	57
Grade 2	52	59	49
Grade3	66	53	57
Grade 4	55	69	59
Grade 5	61	50	66
Grade 6	49	56	41
Grade 7	65	47	56
Grade 8	43	59	60
Total Enrollment	536	528	540

Conclusions based on this data:

1. Total student enrollment continues to remain steady with insignificant fluctuation over the years (an increase of students 2023-24 to 2024-2025). Student enrollment is directly related to PVSEA's continued focus to improve its academic program, ensuring Excellence for All, and marketing its brand to attract new families and not lose students to intra-district transfer.
2. PVSEA's Hispanic/Latino population continues to be the fastest growing student group making up 70.56% of our student population (an increase of 0.48% from 2023-24 to 2024-25).
3. There has been an increase in students overall.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	116	107	122	21.6%	20.3%	22.6%
Fluent English Proficient (FEP)	48	49	44	9%	9.3%	8.1%
Reclassified Fluent English Proficient (RFEP)	13			11%		11%

Conclusions based on this data:

1. English Learners make up approximately 22% of PVSEA's student enrollment and increased by 2%.
2. PVSEAs FEP numbers remain decreased 1.2% from 23-24 to 24-25. Reclassification numbers remained the same at 11%
3. PVSEA's RFEP success is linked to teachers continuing to provide high quality Integrated and Designated ELD lessons to consistently support our ELs with language development.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	58	65	66	55	64	66	55	64	100.0	94.8	98.5
Grade 4	56	69	59	55	69	58	55	69	58	98.2	100	98.3
Grade 5	63	50	71	63	48	70	63	48	70	100.0	96	98.6
Grade 6	48	64	53	48	59	53	48	59	53	100.0	92.2	100
Grade 7	63	46	65	63	42	63	63	42	63	100.0	91.3	96.9
Grade 8	43	61	65	43	59	65	43	59	65	100.0	96.7	100
All Grades	339	348	378	338	332	373	338	332	373	99.7	95.4	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2398.	2402.	2398.	19.70	14.55	23.44	15.15	27.27	17.19	22.73	29.09	17.19	42.42	29.09	42.19
Grade 4	2420.	2449.	2439.	10.91	26.09	13.79	14.55	17.39	24.14	27.27	17.39	20.69	47.27	39.13	41.38
Grade 5	2492.	2493.	2494.	15.87	18.75	24.29	33.33	29.17	25.71	22.22	27.08	15.71	28.57	25.00	34.29
Grade 6	2494.	2516.	2499.	8.33	6.78	11.32	18.75	38.98	22.64	43.75	30.51	30.19	29.17	23.73	35.85
Grade 7	2544.	2541.	2554.	14.29	9.52	14.29	31.75	35.71	44.44	31.75	35.71	22.22	22.22	19.05	19.05
Grade 8	2572.	2587.	2560.	11.63	23.73	13.85	39.53	32.20	35.38	34.88	28.81	32.31	13.95	15.25	18.46
All Grades	N/A	N/A	N/A	13.91	17.17	17.16	25.15	29.52	28.42	29.59	27.41	22.79	31.36	25.90	31.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.15	12.73	12.50	48.48	65.45	65.63	36.36	21.82	21.88
Grade 4	7.27	15.94	13.79	74.55	59.42	60.34	18.18	24.64	25.86
Grade 5	15.87	18.75	17.14	63.49	62.50	60.00	20.63	18.75	22.86
Grade 6	8.33	11.86	16.98	54.17	57.63	41.51	37.50	30.51	41.51
Grade 7	12.70	9.52	9.52	65.08	76.19	69.84	22.22	14.29	20.63
Grade 8	11.63	23.73	13.85	60.47	52.54	67.69	27.91	23.73	18.46
All Grades	12.13	15.66	13.94	60.95	61.45	61.39	26.92	22.89	24.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	7.27	9.38	51.52	61.82	51.56	34.85	30.91	39.06
Grade 4	10.91	13.04	6.90	54.55	56.52	63.79	34.55	30.43	29.31
Grade 5	7.94	12.50	12.86	74.60	64.58	57.14	17.46	22.92	30.00
Grade 6	4.17	13.56	13.21	66.67	62.71	54.72	29.17	23.73	32.08
Grade 7	19.05	26.19	20.63	53.97	54.76	65.08	26.98	19.05	14.29
Grade 8	18.60	32.20	23.08	72.09	55.93	55.38	9.30	11.86	21.54
All Grades	12.43	17.17	14.48	61.54	59.34	57.91	26.04	23.49	27.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	7.27	4.69	62.12	81.82	70.31	24.24	10.91	25.00
Grade 4	1.82	18.84	3.45	83.64	55.07	84.48	14.55	26.09	12.07
Grade 5	19.05	20.83	14.29	65.08	54.17	74.29	15.87	25.00	11.43
Grade 6	6.25	6.78	5.66	83.33	76.27	77.36	10.42	16.95	16.98
Grade 7	6.35	9.52	12.70	76.19	71.43	76.19	17.46	19.05	11.11
Grade 8	13.95	13.56	9.23	62.79	74.58	73.85	23.26	11.86	16.92
All Grades	10.36	12.95	8.58	71.89	68.67	75.87	17.75	18.37	15.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.15	16.36	25.00	66.67	63.64	53.13	18.18	20.00	21.88
Grade 4	1.82	14.49	18.97	70.91	63.77	62.07	27.27	21.74	18.97
Grade 5	17.46	16.67	14.29	63.49	68.75	62.86	19.05	14.58	22.86
Grade 6	6.25	16.95	15.09	72.92	67.80	56.60	20.83	15.25	28.30
Grade 7	25.40	19.05	12.70	55.56	73.81	77.78	19.05	7.14	9.52
Grade 8	18.60	23.73	18.46	74.42	64.41	61.54	6.98	11.86	20.00
All Grades	14.50	17.77	17.43	66.57	66.57	62.47	18.93	15.66	20.11

Conclusions based on this data:

1. 45.58% of PVSEA students tested met or exceeded standards on the ELA CAASPP which is a 1% decrease from the previous year. 22.79 % nearly met standards in the ELA CAASPP which is a 5% decrease from the previous year. 24.66% did not meet standards on the ELA CAASPP which is a 2% increase from the previous year.
2. School-wide data demonstrates that number of students exceeding, at or near in three of four domains increased or nearly remained the same: Reading (75.33%, decrease of 1.78%), Writing (72.39%, decrease of 4.12%), Research & Inquiry (79.9%, decrease of 4.44%). Based on student data writing will be a significant area of focus in the 25-26 school year due to the number of students falling below grade-level standard.
3. School-wide in the listening domain, students exceeding or meeting, or nearly meeting standard increased by 3%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	58	66	66	57	66	66	57	66	100.0	98.3	100
Grade 4	56	69	60	56	69	59	56	69	59	100.0	100	98.3
Grade 5	63	50	71	63	50	70	63	50	70	100.0	100	98.6
Grade 6	48	64	53	48	63	53	48	63	53	100.0	98.4	100
Grade 7	63	46	65	63	46	64	63	46	64	100.0	100	98.5
Grade 8	43	62	65	43	61	65	43	61	65	100.0	98.4	100
All Grades	339	349	380	339	346	377	339	346	377	100.0	99.1	99.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2425.	2412.	2416.	19.70	5.26	27.27	24.24	36.84	16.67	25.76	29.82	12.12	30.30	28.07	43.94
Grade 4	2448.	2461.	2449.	7.14	23.19	5.08	25.00	15.94	22.03	39.29	27.54	45.76	28.57	33.33	27.12
Grade 5	2478.	2480.	2502.	12.70	18.00	22.86	17.46	14.00	11.43	31.75	34.00	31.43	38.10	34.00	34.29
Grade 6	2459.	2441.	2469.	4.17	4.76	13.21	6.25	11.11	13.21	39.58	20.63	16.98	50.00	63.49	56.60
Grade 7	2477.	2474.	2484.	7.94	6.52	1.56	12.70	10.87	21.88	25.40	28.26	26.56	53.97	54.35	50.00
Grade 8	2485.	2478.	2501.	2.33	6.56	6.15	13.95	9.84	15.38	20.93	26.23	27.69	62.79	57.38	50.77
Grade 11															
All Grades	N/A	N/A	N/A	9.73	10.98	13.00	17.11	16.47	16.71	30.38	27.46	26.79	42.77	45.09	43.50

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.76	26.32	27.27	51.52	49.12	39.39	22.73	24.56	33.33
Grade 4	14.29	23.19	6.78	60.71	37.68	62.71	25.00	39.13	30.51
Grade 5	12.70	16.00	24.29	53.97	52.00	44.29	33.33	32.00	31.43
Grade 6	6.25	3.17	11.32	37.50	34.92	28.30	56.25	61.90	60.38
Grade 7	4.76	6.52	1.56	44.44	39.13	53.13	50.79	54.35	45.31
Grade 8	2.33	4.92	6.15	39.53	37.70	47.69	58.14	57.38	46.15
Grade 11									
All Grades	11.80	13.58	13.26	48.67	41.33	46.15	39.53	45.09	40.58

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.18	10.53	24.24	53.03	57.89	37.88	28.79	31.58	37.88
Grade 4	10.71	21.74	10.17	53.57	47.83	61.02	35.71	30.43	28.81
Grade 5	7.94	20.00	15.71	57.14	44.00	55.71	34.92	36.00	28.57
Grade 6	4.17	7.94	13.21	58.33	38.10	47.17	37.50	53.97	39.62
Grade 7	12.70	2.17	3.13	44.44	50.00	54.69	42.86	47.83	42.19
Grade 8	6.98	8.20	9.23	53.49	65.57	64.62	39.53	26.23	26.15
All Grades	10.62	12.14	12.73	53.10	50.58	53.58	36.28	37.28	33.69

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.21	14.04	18.18	56.06	57.89	53.03	22.73	28.07	28.79
Grade 4	3.57	24.64	3.39	66.07	43.48	74.58	30.36	31.88	22.03
Grade 5	11.11	14.00	15.71	53.97	56.00	58.57	34.92	30.00	25.71
Grade 6	6.25	1.59	7.55	56.25	57.14	52.83	37.50	41.27	39.62
Grade 7	7.94	4.35	4.69	57.14	58.70	64.06	34.92	36.96	31.25
Grade 8	2.33	6.56	4.62	72.09	54.10	58.46	25.58	39.34	36.92
All Grades	9.44	11.27	9.28	59.59	54.05	60.21	30.97	34.68	30.50

Conclusions based on this data:

- 29.71% of PVSEA students tested met or exceeded standards in Mathematics CAASPP overall, which is an 2.26 percent increase. 26.79% of students tested nearly met standards in Mathematics CAASPP, which is a 1% decrease from the previous year. 43.5% of students tested did not meet standards in Mathematics CAASPP, which is a 1.59% decrease from the previous year.
- School-wide data demonstrates that the number of students exceeding, at or near standard increased in the domain of Problem Solving & Modeling/Data Analysis (66%, increase 4%) and in the domain of Communicating Reasoning (69%, decrease 1%). Based on student data Concepts & Procedures will be a significant area of focus

in the 25-26 school year due to 40% of students falling below grade-level standard, though this is a 5% decrease from the previous year.

3. School-wide data demonstrates that the number of students below standard in the domains reflected the following changes from the previous year: Problem Solving & Modeling/Data Analysis (33%, decrease 4%), and Communicating Reasoning (30%, decrease 4%).

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1341.6	1356.4	*	1354.9	1362.1	*	1310.6	1342.8	9	18	13
1	1452.7	*	1427.2	1474.2	*	1444.2	1430.8	*	1409.7	12	6	13
2	*	1421.3	1447.1	*	1427.0	1445.5	*	1415.1	1448.0	7	16	13
3	1487.7	*	1475.9	1492.6	*	1479.5	1482.5	*	1471.8	18	9	21
4	1475.2	1511.6	1496.4	1483.8	1516.8	1487.4	1466.1	1505.8	1504.6	18	16	12
5	1535.2	1514.3	1508.7	1551.1	1529.1	1517.4	1518.8	1499.2	1499.6	16	19	18
6	*	1480.3	1508.0	*	1481.0	1507.5	*	1479.4	1508.1	9	15	21
7	1543.1	1498.5	1499.8	1538.8	1482.6	1480.5	1546.8	1513.8	1518.7	12	11	14
8	*	*	1516.8	*	*	1508.3	*	*	1524.8	7	10	12
All Grades										108	120	137

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	11.11	30.77	*	16.67	7.69	*	27.78	15.38	*	44.44	46.15	*	18	13
1	8.33	*	0.00	25.00	*	23.08	58.33	*	46.15	8.33	*	30.77	12	*	13
2	*	6.25	0.00	*	50.00	46.15	*	12.50	23.08	*	31.25	30.77	*	16	13
3	11.11	*	14.29	44.44	*	23.81	33.33	*	33.33	11.11	*	28.57	18	*	21
4	0.00	6.25	25.00	44.44	75.00	16.67	38.89	12.50	41.67	16.67	6.25	16.67	18	16	12
5	25.00	21.05	11.11	50.00	47.37	38.89	25.00	15.79	33.33	0.00	15.79	16.67	16	19	18
6	*	13.33	9.52	*	40.00	42.86	*	13.33	23.81	*	33.33	23.81	*	15	21
7	16.67	18.18	0.00	50.00	18.18	46.15	25.00	18.18	15.38	8.33	45.45	38.46	12	11	13
8	*	*	25.00	*	*	8.33	*	*	33.33	*	*	33.33	*	*	12
All Grades	11.11	10.83	12.50	46.30	43.33	29.41	33.33	18.33	29.41	9.26	27.50	28.68	108	120	136

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	16.67	38.46	*	27.78	7.69	*	22.22	15.38	*	33.33	38.46	*	18	13
1	16.67	*	15.38	66.67	*	30.77	8.33	*	30.77	8.33	*	23.08	12	*	13
2	*	37.50	23.08	*	31.25	46.15	*	0.00	0.00	*	31.25	30.77	*	16	13
3	50.00	*	19.05	27.78	*	38.10	11.11	*	19.05	11.11	*	23.81	18	*	21
4	27.78	37.50	33.33	50.00	50.00	50.00	11.11	6.25	0.00	11.11	6.25	16.67	18	16	12
5	50.00	57.89	44.44	43.75	21.05	38.89	6.25	5.26	11.11	0.00	15.79	5.56	16	19	18
6	*	33.33	23.81	*	26.67	52.38	*	13.33	9.52	*	26.67	14.29	*	15	21
7	33.33	36.36	15.38	50.00	9.09	38.46	8.33	9.09	7.69	8.33	45.45	38.46	12	11	13
8	*	*	25.00	*	*	33.33	*	*	8.33	*	*	33.33	*	*	12
All Grades	34.26	35.00	26.47	46.30	30.83	38.24	12.96	9.17	11.76	6.48	25.00	23.53	108	120	136

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	5.56	23.08	*	11.11	7.69	*	33.33	30.77	*	50.00	38.46	*	18	13
1	0.00	*	0.00	50.00	*	7.69	35.71	*	53.85	14.29	*	38.46	14	*	13
2	0.00	6.25	0.00	42.86	25.00	30.77	35.71	37.50	23.08	21.43	31.25	46.15	14	16	13
3	0.00	*	0.00	0.00	*	23.81	70.00	*	28.57	30.00	*	47.62	20	*	21
4	0.00	6.25	0.00	40.00	18.75	25.00	32.00	56.25	50.00	28.00	18.75	25.00	25	16	12
5	14.29	0.00	0.00	21.43	10.53	0.00	50.00	57.89	77.78	14.29	31.58	22.22	14	19	18
6	*	0.00	0.00	*	20.00	14.29	*	33.33	33.33	*	46.67	52.38	*	15	21
7	0.00	9.09	7.69	50.00	18.18	23.08	33.33	27.27	23.08	16.67	45.45	46.15	12	11	13
8	*	*	16.67	*	*	16.67	*	*	25.00	*	*	41.67	*	*	12
All Grades	2.78	3.33	4.41	21.30	20.83	16.18	49.07	39.17	38.97	26.85	36.67	40.44	108	120	136

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	11.11	38.46	*	50.00	15.38	*	38.89	46.15	*	18	13
1	41.67	*	15.38	50.00	*	76.92	8.33	*	7.69	12	*	13
2	*	18.75	0.00	*	50.00	76.92	*	31.25	23.08	*	16	13
3	16.67	*	19.05	72.22	*	42.86	11.11	*	38.10	18	*	21
4	27.78	37.50	16.67	50.00	56.25	58.33	22.22	6.25	25.00	18	16	12
5	18.75	21.05	11.11	81.25	52.63	72.22	0.00	26.32	16.67	16	19	18
6	*	13.33	23.81	*	53.33	57.14	*	33.33	19.05	*	15	21
7	16.67	9.09	0.00	58.33	54.55	53.85	25.00	36.36	46.15	12	11	13
8	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12
All Grades	22.22	18.33	16.18	67.59	53.33	55.88	10.19	28.33	27.94	108	120	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	27.78	23.08	*	33.33	38.46	*	38.89	38.46	*	18	13
1	16.67	*	15.38	83.33	*	61.54	0.00	*	23.08	12	*	13
2	*	43.75	38.46	*	25.00	30.77	*	31.25	30.77	*	16	13
3	55.56	*	52.38	33.33	*	19.05	11.11	*	28.57	18	*	21
4	44.44	81.25	50.00	38.89	12.50	33.33	16.67	6.25	16.67	18	16	12
5	75.00	84.21	77.78	25.00	0.00	16.67	0.00	15.79	5.56	16	19	18
6	*	46.67	47.62	*	26.67	38.10	*	26.67	14.29	*	15	21
7	66.67	50.00	38.46	25.00	10.00	30.77	8.33	40.00	30.77	12	10	13
8	*	*	50.00	*	*	25.00	*	*	25.00	*	*	12
All Grades	50.93	52.94	45.59	39.81	21.85	31.62	9.26	25.21	22.79	108	119	136

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	7.69	*	44.44	46.15	*	55.56	46.15	*	18	13
1	8.33	*	0.00	25.00	*	46.15	66.67	*	53.85	12	*	13
2	*	0.00	0.00	*	62.50	46.15	*	37.50	53.85	*	16	13
3	0.00	*	9.52	55.56	*	38.10	44.44	*	52.38	18	*	21
4	0.00	0.00	0.00	55.56	75.00	75.00	44.44	25.00	25.00	18	16	12
5	6.25	0.00	0.00	62.50	68.42	61.11	31.25	31.58	38.89	16	19	18
6	*	0.00	4.76	*	40.00	23.81	*	60.00	71.43	*	15	21
7	8.33	9.09	7.69	58.33	36.36	38.46	33.33	54.55	53.85	12	11	13
8	*	*	25.00	*	*	8.33	*	*	66.67	*	*	12
All Grades	5.56	2.50	5.88	52.78	53.33	41.91	41.67	44.17	52.21	108	120	136

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	5.56	30.77	*	44.44	23.08	*	50.00	46.15	*	18	13
1	8.33	*	0.00	75.00	*	61.54	16.67	*	38.46	12	*	13
2	*	6.25	15.38	*	62.50	38.46	*	31.25	46.15	*	16	13
3	16.67	*	0.00	55.56	*	71.43	27.78	*	28.57	18	*	21
4	5.56	6.25	8.33	55.56	87.50	75.00	38.89	6.25	16.67	18	16	12
5	12.50	5.26	0.00	81.25	63.16	83.33	6.25	31.58	16.67	16	19	18
6	*	6.67	4.76	*	66.67	85.71	*	26.67	9.52	*	15	21
7	8.33	20.00	15.38	91.67	50.00	61.54	0.00	30.00	23.08	12	10	13
8	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
All Grades	9.26	5.88	8.09	69.44	65.55	65.44	21.30	28.57	26.47	108	119	136

Conclusions based on this data:

1. Students scoring at a Level 3 or 4 on the Overall Performance of the ELPAC decreased 12% (53% in 2023-2024 to 41% in 2024-2025). PVSEA will continue to emphasize designated and integrated ELD lessons focused on reading strategies.
2. Students scoring at a Level 2 on the Overall Performance of the ELPAC increased 11% (18% in 2023-2024 to 29% 2024-2025), while the students scoring at a Level 1 increased 1% (27% in 2023-2024 to 28% 2024-2025).
3. PVSEA must continue to provide professional development on effective ways to provide designated and integrated ELD during the school day. PLC work must focus on what is going right in high achieving classrooms so as to improve practices offered in classrooms that are not seeing same results. There is also additional ELD support after school for students in level 1 and level 2. A 6th period ELD class has been added to support student in middle school (6-8) at Level 1 and 2.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
540	60.9%	22.6%	0.4%

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

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

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

Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	122	22.6%
Foster Youth	2	0.4%
Homeless	12	2.2%
Socioeconomically Disadvantaged	329	60.9%
Students with Disabilities	107	19.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	14	2.6%
American Indian	1	0.2%
Asian	22	4.1%
Filipino	19	3.5%
Hispanic	381	70.6%
Two or More Races	17	3.1%
Pacific Islander	0	0.0%
White	86	15.9%

Conclusions based on this data:

1. Total student enrollment remained relatively steady. Student enrollment is directly related to PVSEA's continued focus to improve its academic program, ensure Excellence for All, and market its brand so as to attract new families and not lose students to intra-district transfer.
2. PVSEA's Hispanic population continues to be the fastest growing student group making up 70.6% of student population.
3. English Learners make-up 22.6% of our student population. The socioeconomically disadvantaged number is steady and not considered a statistically significant increase. The students with disabilities group did grow by about 2%.

School and Student Performance Data

Overall Performance






The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

-
-
3. PVSEA's Overall Performance in English Language Learner Progress is in the low performance level, Red Dashboard Indicator.

School and Student Performance Data

Academic Performance English Language Arts

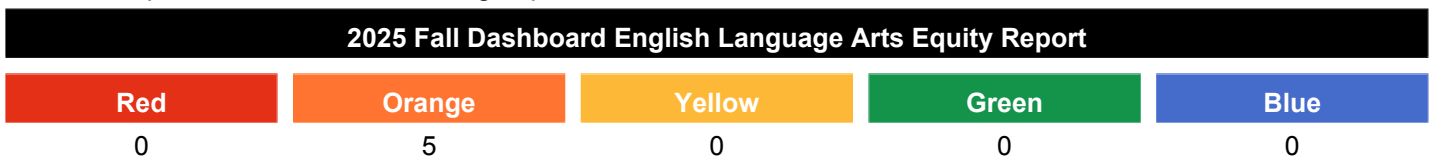
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>15.3 points below standard</p> <p>Declined 7.3 points</p> <p>324 Students</p>	<p>English Learners</p> <p>Orange</p> <p>55 points below standard</p> <p>Declined 3.6 points</p> <p>112 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>50 points below standard</p> <p>Increased 44.4 points</p> <p>17 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>36.4 points below standard</p> <p>Declined 13 points</p> <p>211 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>79 points below standard</p> <p>Increased 35.8 points</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>49.1 points above standard</p> <p>Increased 32.1 points</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>66 points above standard</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>27.7 points below standard</p> <p>Declined 3.2 points</p> <p>234 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>8.9 points below standard</p> <p>Declined 61.8 points</p> <p>44 Students</p>

Conclusions based on this data:

1. The overall performance for All students decreased by 7.3 points.
2. Hispanic is our largest and fastest growing student group, 27.7 points below standard, and decreased by 3.2 points.
3. Students in special categories need to be the focus of intervention. Socioeconomically Disadvantaged were 36.4 points below the standard with a status of low. Students with disabilities were 79 points below standard with a status of low, increased 35.8 points. English Language Learners were 55 points below standard with a status of low.

School and Student Performance Data

Academic Performance Mathematics

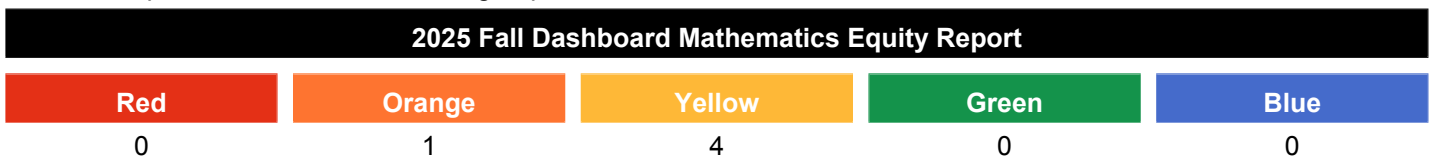
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


















This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow 50.1 points below standard Increased 9.1 points 325 Students	 Yellow 91.3 points below standard Increased 7.8 points 113 Students	 No Performance Color 112.9 points below standard Increased 55.9 points 17 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 Yellow 71.3 points below standard Increased 3.5 points 212 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>116.9 points below standard</p> <p>Increased 18.5 points</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>16.4 points below standard</p> <p>Increased 10.8 points</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>26.5 points above standard</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>63.7 points below standard</p> <p>Increased 13.8 points</p> <p>234 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>22.8 points below standard</p> <p>Declined 28.8 points</p> <p>45 Students</p>

Conclusions based on this data:

1. The overall performance for all students increased by 9.1 points with an overall status of 50.1 points below standard.
2. Hispanic is our largest and fastest growing subgroup is 63.7 points below standard, with an increase of 13.8 points from the previous year.
3. Students in special categories need to be the focus of math intervention. Socioeconomically Disadvantaged were 71.3 points below the standard with an increase of 3.5. Students with disabilities were 116.9 points below standard with a status of low with an increase of 18.5 points. English Language Learners were 91.3 points below standard with an increase of 7.8 points. White students declined 28.8 points.

School and Student Performance Data

Academic Performance Science

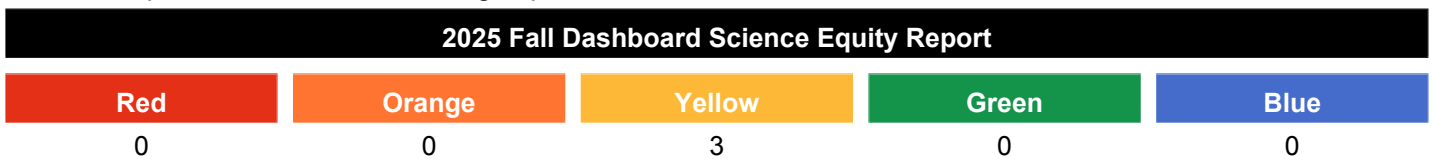
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>51.5 science points</p> <p>Maintained -1.7 points</p> <p>123 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>42.9 science points</p> <p>Increased 5.3 points</p> <p>41 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>46.3 science points</p> <p>Declined 5.1 points</p> <p>74 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>35.7 science points</p> <p>Declined 3.8 points</p> <p>21 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>47.8 science points</p> <p>Maintained -1.1 points</p> <p>88 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>60.8 science points</p> <p>Declined 5.4 points</p> <p>17 Students</p>

Conclusions based on this data:

1. The overall performance of all students of 51.5 points.
2. Hispanic is our largest and fastest growing subgroup and is 47.8 points above standard.
3. Students in special categories: Socioeconomically Disadvantaged were 46.3 points above the standard. Students with disabilities were 35.7 points above standard. English Language Learners were 42.9 points above standard.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 30.7 making progress. Number Students: 114 Students	Long-Term English Learner Progress  No Performance Color 29.4 making progress. Number Students: 17 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.1%	41.2%	1.8%	28.9%

Conclusions based on this data:

- English Learners make up approximately 22% of PVSEA's student enrollment and decreased by 1%. Of the 114 English Learners at PVSEA, 30.7% are making progress and 28.9% progressed at least one ELPI Level.
- PVSEA's English Learner success is linked to teachers continuing to provide high quality Integrated and Designated ELD Lessons to consistently support our ELs with language development.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



















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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">All Students</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">20.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 3.3</td> </tr> <tr> <td style="text-align: center;">610 Students</td> </tr> </table>	All Students	 Yellow	20.3% Chronically Absent	Declined 3.3	610 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">18.8% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 1.3</td> </tr> <tr> <td style="text-align: center;">154 Students</td> </tr> </table>	English Learners	 Yellow	18.8% Chronically Absent	Declined 1.3	154 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">15.8% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 19</td> </tr> <tr> <td style="text-align: center;">19 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	15.8% Chronically Absent	Declined 19	19 Students
All Students																	
 Yellow																	
20.3% Chronically Absent																	
Declined 3.3																	
610 Students																	
English Learners																	
 Yellow																	
18.8% Chronically Absent																	
Declined 1.3																	
154 Students																	
Long-Term English Learners																	
 No Performance Color																	
15.8% Chronically Absent																	
Declined 19																	
19 Students																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">2 Students</td> </tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	2 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">40.9% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 9.7</td> </tr> <tr> <td style="text-align: center;">22 Students</td> </tr> </table>	Homeless	 No Performance Color	40.9% Chronically Absent	Increased 9.7	22 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Yellow </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">25.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 3</td> </tr> <tr> <td style="text-align: center;">399 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	25.3% Chronically Absent	Declined 3	399 Students	
Foster Youth																	
 No Performance Color																	
Fewer than 11 students - No Data for Privacy																	
2 Students																	
Homeless																	
 No Performance Color																	
40.9% Chronically Absent																	
Increased 9.7																	
22 Students																	
Socioeconomically Disadvantaged																	
 Yellow																	
25.3% Chronically Absent																	
Declined 3																	
399 Students																	

<p>Students with Disabilities</p>  <p>Red</p> <p>30.3% Chronically Absent</p> <p>Maintained -0.4</p> <p>122 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>6.3% Chronically Absent</p> <p>Declined 36.6</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 20</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>13.6% Chronically Absent</p> <p>Increased 6.5</p> <p>22 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>21.8% Chronically Absent</p> <p>Declined 2.3</p> <p>431 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 18.8</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>22.6% Chronically Absent</p> <p>Declined 0.8</p> <p>93 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism is an area of improvement for PVSEA with 20.3% of students chronically absent. Students with disabilities will require specific intervention to address the chronic absenteeism rate.
2. Implementation of community circles and extra curricular activities to increase relationship building and student connectedness will be in place to boost attendance.
3. Implementation of SARB other additional support measures with fidelity to address chronic absenteeism are in place. Unhoused students need support in this area, and the social worker will provide outreach.

School and Student Performance Data

Conditions & Climate Suspension Rate

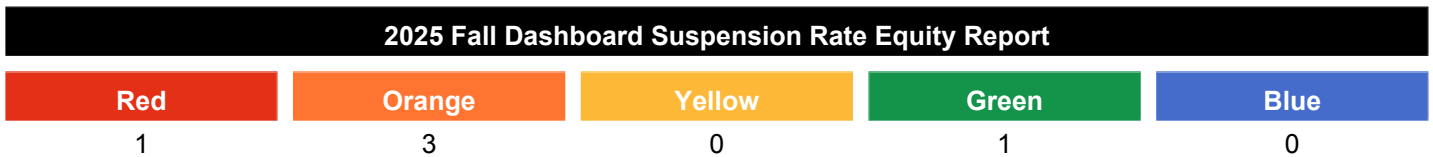
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



















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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group																	
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>4.4% suspended at least one day</td> </tr> <tr> <td>Increased 1%</td> </tr> <tr> <td>633 Students</td> </tr> </tbody> </table>	All Students	 Orange	4.4% suspended at least one day	Increased 1%	633 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #e6f2ff;"> <td>2.5% suspended at least one day</td> </tr> <tr> <td>Declined 2.6%</td> </tr> <tr> <td>163 Students</td> </tr> </tbody> </table>	English Learners	 Green	2.5% suspended at least one day	Declined 2.6%	163 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>5% suspended at least one day</td> </tr> <tr> <td>Declined 12.4%</td> </tr> <tr> <td>20 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	5% suspended at least one day	Declined 12.4%	20 Students
All Students																	
 Orange																	
4.4% suspended at least one day																	
Increased 1%																	
633 Students																	
English Learners																	
 Green																	
2.5% suspended at least one day																	
Declined 2.6%																	
163 Students																	
Long-Term English Learners																	
 No Performance Color																	
5% suspended at least one day																	
Declined 12.4%																	
20 Students																	
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>2 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	2 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>12.5% suspended at least one day</td> </tr> <tr> <td>Increased 6.3%</td> </tr> <tr> <td>24 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	12.5% suspended at least one day	Increased 6.3%	24 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>4.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.9%</td> </tr> <tr> <td>414 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	4.3% suspended at least one day	Increased 0.9%	414 Students	
Foster Youth																	
 No Performance Color																	
Fewer than 11 students - No Data for Privacy																	
2 Students																	
Homeless																	
 No Performance Color																	
12.5% suspended at least one day																	
Increased 6.3%																	
24 Students																	
Socioeconomically Disadvantaged																	
 Orange																	
4.3% suspended at least one day																	
Increased 0.9%																	
414 Students																	

<p>Students with Disabilities</p>  <p>Red</p> <p>8.9% suspended at least one day</p> <p>Increased 3.7%</p> <p>124 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>Declined 0.9%</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4.2% suspended at least one day</p> <p>Increased 4.2%</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>446 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 0.3%</p> <p>100 Students</p>

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

Use multiple sources of data to improve student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Increase the number of students meeting or exceeding CA Content Standards

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts	45% met and exceeded in ELA.	Improve percentage of students meeting and exceeding in ELA by 3%.
CAASPP Mathematics	29% met and exceeded in Math.	Improve percentage of students meeting and exceeding in Math by 3%.
IXL Reading	50% of 3rd grade scored 50% or better on the grade level diagnostic standards on Benchmark 1. 41% of 4th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1. 47% of 5th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1. 58% of 6th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1. 46% of 7th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1. 89% of 8th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.	Improve percentage of students 50% or above in IXL Benchmark Reading.
IXL Mathematics	45% of 3rd grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.	Improve percentage of students 50% or above in IXL Benchmark Math.

	<p>42% of 4th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.</p> <p>49% of 5th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.</p> <p>15% of 6th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.</p> <p>37% of 7th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.</p> <p>of 8th grade scored 50% or better on the grade level diagnostic standards on Benchmark 1.</p> <p>Math 1-7/8 grade 92% score 65% or better on the diagnostic standards on Benchmark 1.</p>	
ELPAC	Overall Score: K- 1356, 1st- 1427, 2nd - 1447, 3rd- 1475, 4th - 1496 , 5th - 1508, 6th- 1508, 7th-1499, 8th- 1516	Maintain or improve mean score of students meeting and exceeding in ELPAC
CAST Science Test	30% met and exceeded in Science.	Improve percentage of students meeting and exceeding in Science by 3%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Certificated and Classified personnel to provide targeted support to increase academic achievement	School-wide and targeted student populations.	<p>65642 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide certificated Title I teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math.</p> <p>11314 Title I/SWP 3000-3999: Employee Benefits Benefits for certificated Title I Teachers (4)</p>
1.2	Provide professional development opportunities for staff members focused on increasing student achievement	School-wide and targeted student populations.	<p>5000 Title I/SWP 1000-1999: Certificated Personnel Salaries Provide substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will</p>

			<p>receive release time for Academic Assessments. 6759 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members. 5500 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures Provide AVID professional development, pay fees, costs associated with AVID.</p> <p>1251 Title I/SWP 3000-3999: Employee Benefits Benefits for substitutes to allow release time.</p>
1.3	Provide after school tutoring for targeted student populations	Targeted support	<p>3852 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Salary for hourly pay for teachers to serve as after school math interventions, homework club, etc., 1098 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Benefits for hourly pay for teachers to serve as tutors.</p>
1.4	CST Days	Schoolwide	<p>0 Centralized Service 1000-1999: Certificated Personnel Salaries</p>
1.5	Acquire AVID membership aimed at increasing access and understanding of grade level standards across all curricular areas	Targeted students in grades K/1/2/3/4/5/6/7/8	<p>6909 Title I/SWP 5800: Professional/Consulting Services And Operating Expenditures AVID fees and consulting</p>
1.6	Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, agenda books, math and reading	School wide	<p>6500 Title I/SWP 4000-4999: Books And Supplies</p>

	intervention materials, additional reading books, math manipulatives, software applications, etc.,).		Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,).
1.7	Data Days	School wide	0 Centralized Service District Provided sub for the teacher to review student data two times per year to review students academic data to ensure students academic needs are being met, ensuring proper intervention and enrichment support.
1.8	Instructional Coaches- TOSAs	School wide	105694 Title I/SWP 1000-1999: Certificated Personnel Salaries District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. 23460 Title I/SWP 3000-3999: Employee Benefits District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles.
1.9	LTEL Data Chats	English Language Learners	0 None Specified Informative meetings with students to monitor progress on the ELPAC assessment and progress toward English Language acquisition.
1.10	Engineering Night- YES Engineering Curriculum	All Student	0 None Specified Night to showcase in implementation of the YES engineering curriculum and project based learning that supports engineering and science concepts and standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Healthful Environment

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey	68% of students answered positively regarding school connectedness. (5th Grade) CHKS 45% of of students answered positively regarding school connectedness. (7th Grade) CHKS	Increase the student participation and the percentage of students who answer positively regarding school connectedness by 5%.
Student Attendance Rates	93% attendance rate in 24/25 for elementary 93% attendance rate in 24/25 for middle school	3% increase in the rate of attendance elementary and middle school.
Supension rates	4% suspension rate in 24/25	Decrease of 0.5 % in the suspension rate.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide positive behavioral support for all students	All students	7000 D203 Belongingness Activities 4000-4999: Books And Supplies

			Provide materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar Scholar of the Week Awards, Attendance Awards, promotion, sports banquet, playground equipment, etc.)
2.2	Provide increased educational opportunities to improve the social-emotional and physical health of all students	School-wide and targeted student populations.	8000 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate, Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.) 1700 D203 Belongingness Activities 3000-3999: Employee Benefits Provide benefits for certificated employees offering enrichment opportunities. 1806 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Provide excursions that promote student enrichment and connectedness opportunities (registration, entrance fees, etc.,)
2.3	Provide students athletic opportunities and sports programs during and after school	All students	4000 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.). 1300 D203 Belongingness Activities 3000-3999: Employee Benefits

			Provide benefits for coaching stipends. 1200 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Purchase leagues fee and referee fees.
2.4	Provide additional MakerSpace opportunities during lunch.	All Students.	750 D206 Makerspace 4000-4999: Books And Supplies Provide materials and supplies for lunchtime MakerSpace activities.
2.6	Field Trips	All Students	12857 D203 Belongingness Activities 5700-5799: Transfers Of Direct Costs Field Trips as determined by teachers to enhance student learning and make real-world connections with academic standards.
2.7	Social Worker	Identified students	46542 Title I/SWP 2000-2999: Classified Personnel Salaries District provided Social Worker to provide therapy and support for students with identified needs. 10331 Title I/SWP 3000-3999: Employee Benefits District provided Social Worker to provide therapy and support for students with identified needs.
2.8	School-wide art opportunities for students- Prop 28 Funding	All Students	54269 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Working with district staff to offer students Arts opportunities, such as, visual arts and music. 12066 Prop 28 Arts 3000-3999: Employee Benefits Working with district staff to offer students Arts opportunities, such as, visual arts and music. 15755 Prop 28 Arts

			4000-4999: Books And Supplies Working with district staff to offer students Arts opportunities, such as, visual arts and music.
2.9	After school tutoring/academic support for English Language Learners.		2587 Title I/SWP 1000-1999: Certificated Personnel Salaries Tutoring/Academic Support 800 Title I/SWP 3000-3999: Employee Benefits Provide benefits for hourly employees

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Open and Meaningful Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Improve vehicles for communication with educational partners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Participation	31 parent/family members, 8 staff	Continue to increase the number of PTA members
Parent Square Tracking Reports	98% receive messages via text or email. 47% use the app.	Increase parent/family communication, connection, interaction, and participation in our school community via Parent Square App.
Comprehensive Needs Assessment	89% of survey respondents indicating strongly agree or agree with the statement, "I feel the school values my input."	Maintain or increase the percentage of parents that respond strongly agree or agree with the statement, "I feel the school values my input"

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide parent workshops, parent outreach, and parent education opportunities to increase educational partner understanding and input of the educational program	School-wide and targeted student	500.00 Title I/SWP 4000-4999: Books And Supplies Provide incentives for parent workshops to increase attendance at family nights aimed at increased student

			achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.).
3.2	Provide a parent liaison position to increase communication with families regarding academics and school programs to support student achievement.	All students/families and targeted students/families	<p>24432 Title I/SWP 2000-2999: Classified Personnel Salaries District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement.</p> <p>8822 Title I/SWP 3000-3999: Employee Benefits District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement.</p>

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

Use multiple sources of data to improve student achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP English Language Arts	Improve percentage of students meeting and exceeding in ELA by 3%.	45.58% of PVSEA students tested met or exceeded standards on the ELA CAASPP which is a 1% decrease from the previous year.
CAASPP Mathematics	Improve percentage of students meeting and exceeding in Math by 3%.	29.71% of PVSEA students tested met or exceeded standards in Mathematics CAASPP overall, which is an 2.26 percent increase.
IXL Reading	Improve percentage of students meeting and exceeding in Reading	1% decrease in students meeting and exceeding in Reading.
IXL Mathematics	Improve percentage of students meeting and exceeding in Math	2% increase in students meeting and exceeding in Math.
ELPAC	Maintain or improve mean score of students meeting and exceeding in ELPAC	Students scoring at a Level 3 or 4 on the Overall Performance of the ELPAC decreased 12% (53% in 2023-2024 to 41% in 2024-2025).
CAST Science Test	Improve percentage of students meeting and exceeding in Science by 3%.	Meets and exceeds percentage

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Certificated and Classified personnel to provide targeted support to increase academic achievement	Certificated Title I teachers assisted students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math.	Provide certificated Title I teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math. 1000-1999: Certificated Personnel Salaries Title I/SWP 63255	Provide certificated Title I teachers (4) to assist students during school with additional individual and small group instruction with the goal of increasing student achievement in ELA, ELD, and math. 1000-1999: Certificated Personnel Salaries Title I/SWP 58538

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits for certificated Title I Teachers (4) 3000-3999: Employee Benefits Title I/SWP 10904	Benefits for certificated Title I Teachers (4) 3000-3999: Employee Benefits Title I/SWP 9974
Provide professional development opportunities for staff members focused on increasing student achievement	Provided substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will receive release time for Academic Assessments. Teachers provided release time for Data Team Meetings.	Provide substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will receive release time for Academic Assessments. Teachers will be provided release time for Data Team Meetings. 1000-1999: Certificated Personnel Salaries Title I/SWP 3387	Provide substitute teachers to allow release time for teachers to attend professional development opportunities. Teachers will receive release time for Academic Assessments. Teachers will be provided release time for Data Team Meetings. 1000-1999: Certificated Personnel Salaries Title I/SWP 0
		Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members. 5000-5999: Services And Other Operating Expenditures Title I/SWP 3000	Provide professional development conferences and workshop opportunities (to include registration, travel expenses, and materials/supplies) for staff members. 5000-5999: Services And Other Operating Expenditures Title I/SWP 0
		Provide AVID professional development, pay fees, costs associated with AVID. 5000-5999: Services And Other Operating Expenditures Title I/SWP 7074	Provide AVID professional development, pay fees, costs associated with AVID. 5000-5999: Services And Other Operating Expenditures Title I/SWP 9772
		Benefits for substitutes to allow release time. 3000-3999: Employee Benefits Title I/SWP 113	Benefits for substitutes to allow release time. 3000-3999: Employee Benefits Title I/SWP 0
Provide after school tutoring for targeted student populations	Elementary and Middle School teachers received hourly pay to serve as after school math	Salary for hourly pay for teachers to serve as after school math interventions, homework	Salary for hourly pay for teachers to serve as after school math interventions, homework

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	interventions, homework club, etc.,	club, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 3511 Benefits for hourly pay for teachers to serve as tutors. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 1365	club, etc., 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 3180 Benefits for hourly pay for teachers to serve as tutors. 3000-3999: Employee Benefits D102 Tutoring/Homework Support 678
CST Days	Substitute Teachers were paid to cover classrooms so teachers could engage in CST meetings to support student intervention and goals.	Substitute Teachers were paid to cover classrooms so teachers could engage in CST meetings to support student intervention and goals. 1000-1999: Certificated Personnel Salaries D204 CST 0	Substitute Teachers were paid to cover classrooms so teachers could engage in CST meetings to support student intervention and goals. 1000-1999: Certificated Personnel Salaries D204 CST 0
Acquire AVID membership aimed at increasing access and understanding of grade level standards across all curricular areas	AVID fees paid to continue membership in AVID to increase student achievement.	AVID fees and consulting 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 7500	AVID fees and consulting 5800: Professional/Consulting Services And Operating Expenditures Title I/SWP 6759
Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, agenda books, math and reading intervention materials, additional reading books, math manipulatives, software applications, etc.,).	Provided supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,).	Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,). 4000-4999: Books And Supplies Title I/SWP 6000	Provide supplemental instructional materials aimed at increasing student achievement (i.e. AVID materials, binders, dividers, agenda books, pencil pouches, highlighters, reading and math intervention materials, math manipulatives, software, instructional applications, classroom libraries, etc.,). 4000-4999: Books And Supplies Title I/SWP 6652
Data Days	Substitute Teachers were paid to cover classrooms so teachers could engage in grade-level data meetings to review	District Provided sub for the teacher to review student data two times per year to review students academic data	Provided sub for the teacher to review student data two times per year to review students academic data

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	student assessment data and plan intervention.	to ensure students academic needs are being met, ensuring proper intervention and enrichment support. D108 Data Days 0	to ensure students academic needs are being met, ensuring proper intervention and enrichment support. D108 Data Days 0
Instructional Coaches-TOSAs	District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles.	District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. 1000-1999: Certificated Personnel Salaries Title I/SWP 79748	District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. 1000-1999: Certificated Personnel Salaries Title I/SWP 68045
		District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. 3000-3999: Employee Benefits Title I/SWP 30558	District Provided Instructional Coaches to support effective teaching strategies, coach classroom instruction, and review student data cycles. 3000-3999: Employee Benefits Title I/SWP 25110
LTEL Data Chats	Admin engaged in informative meetings with students to monitor progress on the ELPAC assessment and progress toward English Language acquisition.	Admin engaged in informative meetings with students to monitor progress on the ELPAC assessment and progress toward English Language acquisition. None Specified 0	Admin engaged in informative meetings with students to monitor progress on the ELPAC assessment and progress toward English Language acquisition. None Specified 0
Engineering Night- YES Engineering Curriculum	Admin and Staff hosted an Engineering Night to showcase the projects and implementation of the YES engineering curriculum and project based learning that supports engineering and science concepts and standards in the classroom.	Night to showcase in implementation of the YES engineering curriculum and project based learning that supports engineering and science concepts and standards. None Specified 0	December 2024 showcase in implementation of the YES engineering curriculum and project based learning that supports engineering and science concepts and standards. None Specified 0

Analysis

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

The budget expenditures were consistent with the intended strategies and planned activities. Ongoing reflection and data analysis will support the site team in identifying additional needs to further enhance student achievement. The planned implementation, along with the 2024–2025 budgeted expenditures and any material variances, is detailed below.

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

The overall effectiveness of the plan has resulted in a slight 2% increase in Math achievement for the 2024–2025 school year. With the continued implementation of the current plan, along with targeted adjustments to address the needs of a broader range of students, the achievement of articulated goals is expected to continue improving. A sitewide focus on English Language Arts (ELA), coupled with the strategic allocation of resources to support all learners, remains a priority. Additionally, targeted support for English Language acquisition will further bolster achievement for our growing English Learner population, contributing to overall student success.

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

Title I/SWP, 1000 - 1999: Certificated Personnel Salaries to include benefits - Total Budget \$74,159 Expenditure \$68,512. The decrease was partially related to a mid-year budget decrease in intervention supports provided by Teachers for Title I intervention.

D102- LCAP, Tutoring for After School Tutoring- \$4876. Expenditure \$3858. The difference was related to a decrease certificated personnel to host after-school tutoring.

Title I/SWP, 5800: Professional/Consulting Services and Operating Expenditures - Total Budget \$7500. Expenditure \$6759. AVID Membership Fee/Consulting

Title I/SWP, 4000-4999: Books and Supplies - Total Budget \$6000. Expenditure \$6652. Slightly over.

Title I/SWP, 5000-5999: Services and Other Operating Expenditures \$10,074. Expenditure \$9772 AVID Professional Development Travel

Overall, the Title I/SWP fund remained within budget.

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.

Certificated teachers have been assigned to tutoring positions to support targeted student learning. PVSEA is providing after-school math intervention for students in grades 4 and 5, offered one day per week, and for Middle School Math, offered two days per week. In addition, the implementation plan continues to include dedicated Data Days and the ongoing support of Certificated Instructional Coaches, ensuring focused, data-informed instruction and coaching to improve student outcomes.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Survey	Increase the student participation and the percentage of students who answer positively regarding school connectedness by 5%.	Middle School remained the same, no change. Elementary declined by 11%.
Student Attendance Rates	3% increase in the rate of attendance elementary and middle school.	There was a 0.3% decrease in elementary attendance and a 0.03 increase in middle school attendance.
Suspension rates	Decrease of 0.5 % in the suspension rate.	Increase of 1% in suspension rates.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide positive behavioral support for all students	Provided materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar Scholar of the Week Awards, promotion, playground equipment, etc.)	Provide materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar Scholar of the Week Awards, promotion, playground equipment, etc.) 4000-4999: Books And Supplies D203 Belongingness Activities 5000.00	Materials and supplies for incentive programs to recognize students for academic, social-emotional and wellness growth (i.e. Student of the Month, Academic Awards/Honor Roll, Cougar Pride Awards, Superstar Scholar of the Week Awards, promotion, playground equipment, etc.) 4000-4999: Books And Supplies D203 Belongingness Activities 3357
Provide increased educational opportunities to improve the social-emotional and physical health of all students	Provide stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate,	Provide stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e.	Stipends to certificated employees to offer students with enrichment opportunities to increase student connectedness (i.e. Speech & Debate,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Yearbook, Student Council, Run Club, STEM Nights, Movie Nights, etc.)	<p>Speech & Debate, Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.) 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 6000</p> <p>Provide benefits for certificated employees offering enrichment opportunities. 3000-3999: Employee Benefits D203 Belongingness Activities 1300</p> <p>Provide excursions that promote student enrichment and connectedness opportunities (registration, entrance fees, etc.,) 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 1472</p>	<p>Yearbook, Student Council, Spelling Bee, Super Quiz, STEM Nights, Movie Nights, etc.) 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 9950</p> <p>Benefits for certificated employees offering enrichment opportunities. 3000-3999: Employee Benefits D203 Belongingness Activities 1948</p> <p>Excursions that promote student enrichment and connectedness opportunities (registration, entrance fees, etc.,) 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 1352</p>
Provide students athletic opportunities and sports programs during and after school	Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.).	<p>Provide coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.). 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 3000</p> <p>Provide benefits for coaching stipends. 3000-3999: Employee Benefits D203 Belongingness Activities 1300</p> <p>Purchase leagues fee and referee fees. 5000-5999: Services And Other Operating</p>	<p>Coaching stipends (i.e. Camarillo Independent Sports League, Rotary Track Meet, Intramural Sports, Lunchtime Activities, etc.). 2000-2999: Classified Personnel Salaries D203 Belongingness Activities 3813</p> <p>Benefits for coaching stipends. 3000-3999: Employee Benefits D203 Belongingness Activities 1018</p> <p>League and referee fees. 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures D203 Belongingness Activities 1200	D203 Belongingness Activities 0
Provide additional MakerSpace opportunities during lunch.	Provide materials and supplies for lunchtime Makerspace activities from a Gen. Fund Materials and Supplies.	Provide materials and supplies for lunchtime Makerspace activities. 4000-4999: Books And Supplies P206 Makerspace Supplies 750	Materials and supplies for lunchtime Makerspace activities. 4000-4999: Books And Supplies D206 Makerspace 710
Field Trips	Field Trips were determined and attended by teachers and students to enhance student learning and make real-world connections with academic standards.	Field Trips as determined by teachers to enhance student learning and make real-world connections with academic standards. 5700-5799: Transfers Of Direct Costs D203 Belongingness Activities 10118	Field Trips to enhance student learning and make real-world connections with academic standards. 5700-5799: Transfers Of Direct Costs D203 Belongingness Activities 10118
Social Worker	Social Worker provided therapy and support for students with identified needs.	District provided Social Worker to provide therapy and support for students with identified needs. 2000-2999: Classified Personnel Salaries Title I/SWP 60610	Social Worker to provide therapy and support for students with identified needs. 2000-2999: Classified Personnel Salaries Title I/SWP 61522
		District provided Social Worker to provide therapy and support for students with identified needs. 3000-3999: Employee Benefits Title I/SWP 13454	Social Worker to provide therapy and support for students with identified needs. 3000-3999: Employee Benefits Title I/SWP 13656
School-wide art opportunities for students- Prop 28 Funding	District staff offered students Arts opportunities, such as, visual arts and music.	Working with district staff to offer students Arts opportunities, such as, visual arts and music. 1000-1999: Certificated Personnel Salaries Prop 28 Arts 54269	Staff to offer students Arts opportunities, such as, visual arts and music. 1000-1999: Certificated Personnel Salaries Prop 28 Arts 34565
		Working with district staff to offer students Arts opportunities, such as, visual arts and music. 3000-3999: Employee	Benefits 3000-3999: Employee Benefits Prop 28 Arts 13258

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits Prop 28 Arts 12066	
		Working with district staff to offer students Arts opportunities, such as, visual arts and music. 4000-4999: Books And Supplies Prop 28 Arts 15755	Books, materials, supplies 4000-4999: Books And Supplies Prop 28 Arts 3533

Analysis

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

Budget expenditures remained consistent with the strategies and activities designated for the year. Through continued reflection and data analysis, the site team will be better equipped to identify emerging needs that strengthen student connectedness and improve achievement. The implementation plan and the 2024–2025 budgeted expenditures are detailed below. The overarching goal remains the same: to cultivate a supportive, healthful environment where all students feel welcomed, safe, and connected.

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

The overall increase in student connectedness was aligned with the intended strategies and activities. Continued reflection and data analysis will support the site team in identifying additional needs to further enhance student connectedness and academic achievement. Moving forward, the goals are to increase student participation to achieve a higher rate of positive responses and to improve overall attendance by expanding student-connectedness opportunities.

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

Expenditures for the D203 Connectedness Teacher stipends, which support student clubs and enrichment activities, exceeded the initial projections; however, total spending remained within the overall Connectedness (D203) budget allocation. Costs for Books and Supplies, as well as student connectedness incentives, were lower than anticipated. Although not all grade levels participated in off-site field trips, several opted for on-site experiential opportunities, which allowed the school to fully utilize the funds designated for field trips and excursions.

Expenditures within the Proposition 28 Arts Funding category were below projected levels due to reduced material and programmatic needs.

Within the D206 Makerspace account (Supplies 4000–4999), the total budget was \$750, with actual expenditures totaling \$710. This was offset by a decreased need for additional materials throughout the year.

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

PVSEA will continue to implement a range of educational and enrichment opportunities designed to strengthen student connectedness. These efforts include the ongoing utilization of a dedicated social worker and counselors who provide targeted support and therapeutic services to students with identified social-emotional needs. Through these continued interventions and programming, PVSEA aims to foster a supportive and inclusive school environment that promotes student well-being, engagement, and overall success.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PTA Participation	Continue to increase the number of PTA members	Increased number in PTA members and volunteers resulting in an increase in parent and student participation in after school events and fundraisers. New committee members added including a Fundraising Chair, Secretary, Membership.
Parent Square Tracking Reports	Increase parent/family communication, connection, interaction, and participation in our school community.	Consistent views in Parent Square with open, two-way communication with families.
Comprehensive Needs Assessment	Maintain or increase the percentage of parents that respond strongly agree or agree with the statement, "I feel the school values my input"	Over 100 parents participated in the need assessment survey with 80% and above strongly/agree with statements. This was a significant increase from the previous year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent workshops, parent outreach, and parent education opportunities to increase educational partner understanding and input of the educational program	Provided parent workshops to increase attendance at family nights aimed at increased student achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.).	Provide incentives for parent workshops to increase attendance at family nights aimed at increased student achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.). 4000-4999: Books And Supplies Title I/SWP 500.00	Incentives for parent workshops to increase attendance at family nights aimed at increased student achievement (i.e. ELAC, internet safety, health, academic strategies, technology, etc.) 4000-4999: Books And Supplies Title I/SWP 500
Provide a parent liaison position to increase communication with families regarding academics and school	Parent Liaison provided support to increase parent communications and involvement to support student achievement.	District provided parent liaison position as an SOA (School Office Assistance) to increase	Parent Liaison positions to increase parent communications and involvement to support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
programs to support student achievement.		<p>parent communications and involvement to support student achievement. 2000-2999: Classified Personnel Salaries Title I/SWP 20240.00</p> <p>District provided parent liaison position as an SOA (School Office Assistance) to increase parent communications and involvement to support student achievement. 3000-3999: Employee Benefits Title I/SWP 13826.00</p>	<p>student achievement. 2000-2999: Classified Personnel Salaries Title I/SWP 22241</p> <p>Employee benefits for Parent Liaisons 3000-3999: Employee Benefits Title I/SWP 14553</p>

Analysis

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

The budget expenditures were aligned with the intended strategies and activities. Ongoing cycles of reflection and data analysis will continue to support the site team in identifying areas of need and opportunities to further strengthen parent and family communication. ParentSquare provides a valuable platform for monitoring the reach and effectiveness of weekly communications, including the ability to track parent engagement with messages. In addition, its two-way communication features allow the school to respond promptly and accurately to family questions, concerns, and emerging needs. The parent liaison continues to play a critical role in fostering meaningful connections with families, supporting outreach efforts, and encouraging greater participation in on-site committees, events, and engagement opportunities. These combined efforts contribute to a more informed, connected, and engaged school community.

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

The increase in family communication, as evidenced by Parent Connect and Smore applications, and the overall improvement in family connectedness were aligned with the intended strategies and activities. Continued cycles of reflection and data analysis will enable the site team to further identify areas of need and opportunities to strengthen family and parent communication, as well as to expand avenues for meaningful input and participation.

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

A slight increase in the projected Parent Liaison salaries and benefits may be attributed to year-to-year adjustments in salary scales and associated benefit costs.

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

PVSEA will continue to prioritize two-way communication and create meaningful opportunities for parent and family participation to strengthen family connectedness. This includes the continued implementation of the Parent Liaison role, which provides targeted support to address specific family needs, facilitates engagement in school activities, and promotes active collaboration between families and the school community. These efforts aim to foster a supportive, inclusive, and well-connected school environment that empowers families to be active partners in student learning and success.

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	\$457,696.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Centralized Service	\$0.00
D102 Tutoring/Homework Support	\$4,950.00
D203 Belongingness Activities	\$37,863.00
D206 Makerspace	\$750.00
Prop 28 Arts	\$82,090.00
Title I/SWP	\$332,043.00

Subtotal of state or local funds included for this school: \$457,696.00

Total of federal, state, and/or local funds for this school: \$457,696.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I/SWP	332043	0.00
D102 Tutoring/Homework Support	4950	0.00
D203 Belongingness Activities	37863	0.00
Prop 28 Arts	82090	0.00
D206 Makerspace	750	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Centralized Service	0.00
D102 Tutoring/Homework Support	4,950.00
D203 Belongingness Activities	37,863.00
D206 Makerspace	750.00
Prop 28 Arts	82,090.00
Title I/SWP	332,043.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	249,044.00
2000-2999: Classified Personnel Salaries	70,974.00
3000-3999: Employee Benefits	72,142.00
4000-4999: Books And Supplies	30,505.00
5000-5999: Services And Other Operating Expenditures	3,006.00
5700-5799: Transfers Of Direct Costs	12,857.00
5800: Professional/Consulting Services And Operating Expenditures	19,168.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
	Centralized Service	0.00
1000-1999: Certificated Personnel Salaries	Centralized Service	0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	3,852.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	1,098.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	12,000.00
3000-3999: Employee Benefits	D203 Belongingness Activities	3,000.00
4000-4999: Books And Supplies	D203 Belongingness Activities	7,000.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	3,006.00
5700-5799: Transfers Of Direct Costs	D203 Belongingness Activities	12,857.00
4000-4999: Books And Supplies	D206 Makerspace	750.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	54,269.00
3000-3999: Employee Benefits	Prop 28 Arts	12,066.00
4000-4999: Books And Supplies	Prop 28 Arts	15,755.00
1000-1999: Certificated Personnel Salaries	Title I/SWP	178,923.00
2000-2999: Classified Personnel Salaries	Title I/SWP	70,974.00
3000-3999: Employee Benefits	Title I/SWP	55,978.00
4000-4999: Books And Supplies	Title I/SWP	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I/SWP	19,168.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	242,979.00
Goal 2	180,963.00
Goal 3	33,754.00

School Site Council Membership

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

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

Name of Members	Role
Juanita Castro	Principal
Stephanie Borgardt	Classroom Teacher
Jaime Lapper	Classroom Teacher
Thea Sandrich	Classroom Teacher
Cecilia Smith	Other School Staff
Magaly Sandoval	Parent or Community Member
Melinda Woywood	Parent or Community Member
Diana Prado	Parent or Community Member
Katarina Upit	Parent or Community Member
Michelle Serna	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature


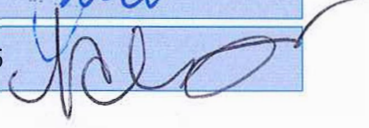
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 12/15/2025.

Attested:

Principal, Juanita Castro on 12/16/2025	
SSC Chairperson, Michelle Serna on 12/16/2025	

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023