



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palo Verde High School	33-67181-3335759	08/31/2026	10/06/2026

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

Schoolwide Program

Additional Targeted Support and Improvement

Palo Verde High School will provide extra support through this SPSA for students per the following indicators: in 2025, Suspension Rate stayed in yellow, English Language Arts moved to red, and Mathematics moved to red. However, our English Learner Progress stayed in red, and our Graduation Rate moved from the yellow band to the green band.

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

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Plan Description

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

This plan is being used by Palo Verde High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Palo Verde High School will provide extra support through this SPSA for students per the following indicators: in 2025, Suspension Rate stayed in yellow, English Language Arts moved to red, and Mathematics moved to red. However, our English Learner Progress stayed in red, and our Graduation Rate moved from the yellow band to the green band.

Palo Verde High School will provide extra support through this SPSA and through the PVUSD LCAP for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal collaborates with educational partners, including faculty, staff, students, parents, and community members, to review goals and data in order to develop the School Plan for Student Achievement.

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.

This SPSA will provide additional resources for our English Language Learners in all subjects, in addition to all of our students in the areas of mathematics and English Language Arts.

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.

PVHS has the following state indicators in the Red performance category: English Learner Progress, English Language Arts, and Mathematics

PVHS has the following state indicators in the Orange performance category: Science

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.

PVHS has the following student groups in our suspension rate: African Americans

Other Needs

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

For 11th grade, according to the Renaissance STAR State Performance in Reading, Class Report, during the Spring 2024 Semester, 55% of students were below the pathway and 45% are on the pathway to proficiency.

For 11th grade, according to the Renaissance STAR State Performance in Mathematics, Class Report, during the Spring 2024 Semester, 84% of students were below the pathway and 16% are on the pathway to proficiency.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.39%	0.81%	0.86%	3	6	6
African American	8.26%	7.16%	7.33%	64	53	51
Asian	0.39%	0.41%	0.43%	3	3	3
Filipino	0.26%	0.68%	0.43%	2	5	3
Hispanic/Latino	70.84%	72.84%	73.99%	549	539	515
White	16.90%	15.14%	13.94%	131	112	97
Two or More Races	2.19%	2.16%	2.16%	17	16	15
Not Reported	0.77%	0.81%	0.86%	6	6	6
Total Enrollment				775	740	696

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 8	2		
Grade 9	214	219	194
Grade 10	213	193	209
Grade 11	187	173	145
Grade 12	159	155	148
Total Enrollment	775	740	696

Conclusions based on this data:

1. Enrollment is declining districtwide. At Palo Verde High School, the data shows a decrease in total enrollment from 827 to 775 over the three years.
2. The hispanic group makes up the majority of the student population.
3. Each year the cohort groups decline due to dropping out of school, transferring to continuation high school, and/or moving out of the district. While these factors might contribute, the data shows specific grade-level changes. The 9th-grade class in 2022-23 had 225 students, and that same group as 10th graders in 2023-24 has 213 students. This is a decrease of 12 students. The 10th-grade class in 2022-23 had 217 students, and that same group as 11th graders in 2023-24 has 187 students. This is a decrease of 30 students. The 11th-grade class in 2022-23 had

186 students, and that same group as 12th graders in 2023-24 has 159 students. This is a decrease of 27 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	43	44	47	5.5%	5.9%	6.8%
Fluent English Proficient (FEP)	99	88	66	12.8%	11.9%	9.5%
Reclassified Fluent English Proficient (RFEP)	98	84		12.6%	11.4	

Conclusions based on this data:

1. The number of English Learners decreased from 68 students in 21-22 to 49 students in 22-23, and further to 43 students in 23-24. This represents a significant decrease in both total numbers and percentages, with the percentage dropping from 7.60% to 5.5% over the two years.
2. The FEP group showed slight fluctuations, increasing from 96 students in 21-22 to 105 students in 22-23, then slightly decreasing to 99 students in 23-24. The percentage remained stable, ranging from 11.6% to 12.8%, indicating some retention or reclassification of students.
3. The RFEP group initially had 14 students in 21-22, but this number decreased to 12 in 22-23 and then significantly dropped to 3 students in 23-24. The percentage of RFEP students plummeted from 20.6% to 0.3%, indicating a concerning trend in the reclassification process.

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 11	141	150	162	121	134	130	121	134	130	85.8	89.3	80.2
All Grades	141	150	162	121	134	130	121	134	130	85.8	89.3	80.2

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 11	2522.	2547.	2497.	9.92	11.19	6.92	23.14	32.84	22.31	26.45	24.63	19.23	40.50	31.34	51.54
All Grades	N/A	N/A	N/A	9.92	11.19	6.92	23.14	32.84	22.31	26.45	24.63	19.23	40.50	31.34	51.54

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 11	17.36	18.66	13.08	53.72	53.73	49.23	28.93	27.61	37.69
All Grades	17.36	18.66	13.08	53.72	53.73	49.23	28.93	27.61	37.69

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 11	9.92	9.70	6.92	44.63	55.22	36.15	45.45	35.07	56.92
All Grades	9.92	9.70	6.92	44.63	55.22	36.15	45.45	35.07	56.92

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 11	9.92	8.21	8.46	67.77	74.63	66.15	22.31	17.16	25.38
All Grades	9.92	8.21	8.46	67.77	74.63	66.15	22.31	17.16	25.38

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 11	9.09	15.67	6.92	62.81	63.43	63.85	28.10	20.90	29.23
All Grades	9.09	15.67	6.92	62.81	63.43	63.85	28.10	20.90	29.23

Conclusions based on this data:

1. Grade 11 students demonstrated some improvement in reading and research/inquiry skills from 22-23 to 23-24, although the overall achievement in English Language Arts/Literacy remains mixed. The decrease in writing performance is a critical concern, with the percentage of students exceeding the standard remaining low at 9.70%.
2. Writing continues to show a significant challenge, with the percentage of students above the standard remaining consistently low across the three years. While there was a slight improvement in the percentage at or near standard in 23-24, the increase in those below standard highlights the need for targeted interventions in writing instruction.
3. Listening skills saw fluctuations but improved in the percentage of students at or near standard in 23-24. Similarly, research/inquiry skills showed a slight recovery in the percentage above standard, indicating potential effective strategies may be emerging in these areas.

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.

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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 11	141	150	162	123	133	124	123	133	124	87.2	88.7	76.5
All Grades	141	150	162	123	133	124	123	133	124	87.2	88.7	76.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2456.	2471.	2454.	0.81	3.01	1.61	4.88	6.02	4.84	15.45	18.80	12.90	78.86	72.18	80.65
All Grades	N/A	N/A	N/A	0.81	3.01	1.61	4.88	6.02	4.84	15.45	18.80	12.90	78.86	72.18	80.65

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 11	2.44	5.26	1.61	25.20	24.06	20.97	72.36	70.68	77.42
All Grades	2.44	5.26	1.61	25.20	24.06	20.97	72.36	70.68	77.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.25	3.76	2.42	47.97	56.39	35.48	48.78	39.85	62.10
All Grades	3.25	3.76	2.42	47.97	56.39	35.48	48.78	39.85	62.10

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 11	0.00	2.26	2.42	55.28	54.89	51.61	44.72	42.86	45.97
All Grades	0.00	2.26	2.42	55.28	54.89	51.61	44.72	42.86	45.97

Conclusions based on this data:

1. The participation rate for 11th-grade students showed a slight increase from 86.5% in 21-22 to 87.2% in 22-23, and 88.7% in 23-24 indicating a positive trend in student engagement with the assessment.
2. Overall achievement data for 11th-grade students reflects a mixed performance. Although there was a slight improvement in the mean scale score in 23-24, the percentage of students meeting or exceeding the standard remains low in several domains, particularly in Concepts & Procedures and Problem Solving.
3.

Concepts & Procedures:
The percentage above the standard saw a decrease from 5.19% in 21-22 to 2.44% in 22-23, but there was a recovery to 5.26% in 23-24. This indicates potential for improvement but also highlights the need for ongoing support in this area.

Problem Solving & Modeling/Data Analysis:
This domain exhibited a similar pattern, with a decrease followed by a slight recovery, suggesting that strategies to enhance problem-solving skills may be starting to take effect.

Communicating Reasoning:
The lack of students exceeding the standard in 22-23 raises concerns, although there was a slight increase in 23-24. This domain continues to require focused intervention.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1529.1	1481.9	1470.4	1539.7	1466.8	1462.4	1518.1	1496.4	1477.9	18	12	13
10	1503.6	*	1523.8	1512.2	*	1515.2	1494.3	*	1532.0	12	10	11
11	*	1541.1	*	*	1548.0	*	*	1533.5	*	4	11	6
12	1552.6	*	1508.5	1560.8	*	1501.6	1544.0	*	1514.9	11	6	14
All Grades										45	39	44

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
9	5.56	0.00	0.00	27.78	16.67	15.38	50.00	25.00	23.08	16.67	58.33	61.54	18	12	13
10	8.33	*	9.09	25.00	*	27.27	41.67	*	18.18	25.00	*	45.45	12	*	11
11	*	9.09	*	*	36.36	*	*	36.36	*	*	18.18	*	*	11	*
12	18.18	*	7.14	36.36	*	21.43	27.27	*	21.43	18.18	*	50.00	11	*	14
All Grades	11.11	10.26	4.55	28.89	23.08	22.73	40.00	38.46	20.45	20.00	28.21	52.27	45	39	44

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
9	16.67	0.00	0.00	44.44	33.33	38.46	22.22	16.67	15.38	16.67	50.00	46.15	18	12	13
10	8.33	*	18.18	50.00	*	18.18	25.00	*	18.18	16.67	*	45.45	12	*	11
11	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*
12	27.27	*	14.29	54.55	*	28.57	0.00	*	14.29	18.18	*	42.86	11	*	14
All Grades	17.78	20.51	13.64	46.67	41.03	27.27	17.78	17.95	15.91	17.78	20.51	43.18	45	39	44

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
9	0.00	0.00	0.00	5.56	16.67	15.38	50.00	25.00	15.38	44.44	58.33	69.23	18	12	13
10	0.00	*	9.09	16.67	*	9.09	33.33	*	27.27	50.00	*	54.55	12	*	11
11	*	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
12	0.00	*	7.14	18.18	*	0.00	45.45	*	28.57	36.36	*	64.29	11	*	14
All Grades	0.00	2.56	4.55	11.11	10.26	6.82	46.67	46.15	27.27	42.22	41.03	61.36	45	39	44

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
9	11.11	0.00	0.00	72.22	41.67	38.46	16.67	58.33	61.54	18	12	13
10	0.00	*	27.27	91.67	*	27.27	8.33	*	45.45	12	*	11
11	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
12	9.09	*	0.00	72.73	*	42.86	18.18	*	57.14	11	*	14
All Grades	8.89	2.56	6.82	75.56	58.97	38.64	15.56	38.46	54.55	45	39	44

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
9	66.67	41.67	46.15	22.22	16.67	15.38	11.11	41.67	38.46	18	12	13
10	75.00	*	45.45	8.33	*	0.00	16.67	*	54.55	12	*	11
11	*	63.64	*	*	18.18	*	*	18.18	*	*	11	*
12	81.82	*	57.14	9.09	*	14.29	9.09	*	28.57	11	*	14
All Grades	71.11	58.97	52.27	13.33	20.51	9.09	15.56	20.51	38.64	45	39	44

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
9	0.00	0.00	0.00	44.44	25.00	23.08	55.56	75.00	76.92	18	12	13
10	16.67	*	9.09	8.33	*	36.36	75.00	*	54.55	12	*	11
11	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
12	0.00	*	7.14	45.45	*	7.14	54.55	*	85.71	11	*	14
All Grades	4.44	2.56	4.55	37.78	38.46	18.18	57.78	58.97	77.27	45	39	44

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
9	0.00	0.00	0.00	77.78	50.00	23.08	22.22	50.00	76.92	18	12	13
10	0.00	*	0.00	75.00	*	72.73	25.00	*	27.27	12	*	11
11	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
12	0.00	*	7.14	90.91	*	42.86	9.09	*	50.00	11	*	14
All Grades	2.22	2.56	2.27	77.78	64.10	45.45	20.00	33.33	52.27	45	39	44

Conclusions based on this data:

1. The ELPAC assessment data exhibits variability in student performance across academic years and domains, particularly concerning the factors influencing testing numbers. While there is a slight increase in students reaching the 'Well Developed' level overall, further investigation into year-over-year fluctuations is needed to understand the outcomes and guide targeted support for English language proficiency development.
2. There is an increase in the percentage of students reaching 'Well Developed' (Level 4) in overall language proficiency across all grades from 2021-22 to 2023-24. However, the percentages for Level 2 (Moderately Developed) and Level 3 (Somewhat Developed) show fluctuations rather than a consistent positive trend across all three academic years (2021-22 to 2023-24).
3. The written language domain exhibits fluctuations in the distribution of students among performance levels across the three years, rather than a consistent trend.

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
740	77%	5.9%	0.9%
Total Number of Students enrolled in Palo Verde High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	5.9%
Foster Youth	7	0.9%
Homeless	16	2.2%
Socioeconomically Disadvantaged	570	77%
Students with Disabilities	113	15.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	7.2%
American Indian	6	0.8%
Asian	3	0.4%
Filipino	5	0.7%
Hispanic	539	72.8%
Two or More Races	16	2.2%
Pacific Islander	0	0.0%
White	112	15.1%

Conclusions based on this data:

1. Palo Verde High School has a significant percentage of socioeconomically disadvantaged students, with 77.8% of the total enrollment falling into this category. This indicates a need for targeted support and resources to address the specific challenges faced by these students.
2. The school has a small percentage of English Learners, comprising 5.5% out of the total enrollment of 775 students. While the number is relatively low, it is essential to ensure these students receive the necessary language support to thrive academically.
3. The enrollment data shows that there are 9 foster youth students (1.2%) and 121 students with disabilities (15.6%) at Palo Verde High School. These populations may require additional support and services to address their unique needs and ensure academic success.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Red		
English Learner Progress  Red		
College/Career  Yellow		

Conclusions based on this data:

1. The school's performance in English Language Arts is indicated by the color Orange, suggesting a need for improvement in this area. Similarly, the performance in Mathematics is also categorized as Orange, indicating challenges that need to be addressed to enhance mathematical proficiency among students.
2. The school's performance in College/Career readiness is identified as high, aligning with positive outcomes in preparing students for post-secondary education and future career pathways. This is noted as a strength of the school.
3. The data highlights strengths in college/career readiness (Blue) and graduation rates (Yellow), and indicates areas for improvement in academic performance, with both English Language Arts and Mathematics rated as Orange. The Suspension Rate is also an area of moderate performance, indicated as Yellow. The dashboard also suggests the need for a local assessment of chronic absenteeism and highlights areas for improvement in English Learner progress (Red).

School and Student Performance Data

Academic Performance English Language Arts

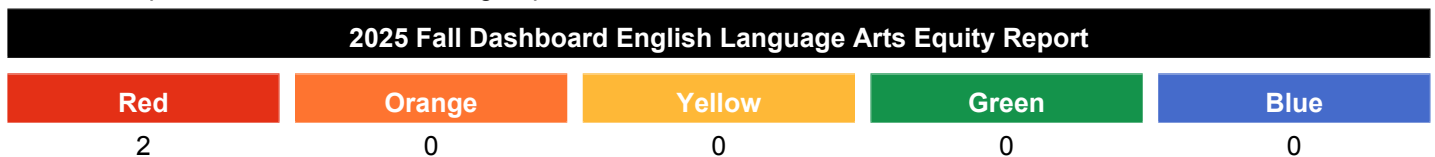
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 121.2 points below standard Declined 69.9 points 151 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Red 138.5 points below standard Declined 70.5 points 112 Students

Students with Disabilities  No Performance Color 158.1 points below standard Declined 51 points 20 Students	African American  No Performance Color 131 points below standard 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 117.3 points below standard Declined 58 points 103 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 138.6 points below standard Declined 125.7 points 29 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard data indicates that two student groups are categorized under the Orange performance level in English Language Arts. This highlights the importance of implementing targeted strategies to support these student groups in meeting grade-level standards and improving their ELA performance. Continued monitoring and intervention can help address academic challenges and enhance student achievement in this subject area.
2. The data reveals disparities in English Language Arts performance among various student categories, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and different racial/ethnic groups like Hispanic students. While some groups show an increase in points, overall, many remain significantly below standard. Specific attention is needed to address academic deficits and promote equitable educational outcomes across these diverse student demographics. Targeted interventions and support strategies are crucial to improve academic achievement and close the achievement gaps observed in English Language Arts performance.
3. While the 'All Students' group and several specific student groups (Socioeconomically Disadvantaged, Hispanic, and White students) are performing below standard in English Language Arts, the data indicates positive progress as these groups have 'Increased' their points towards the standard.

School and Student Performance Data

Academic Performance Mathematics

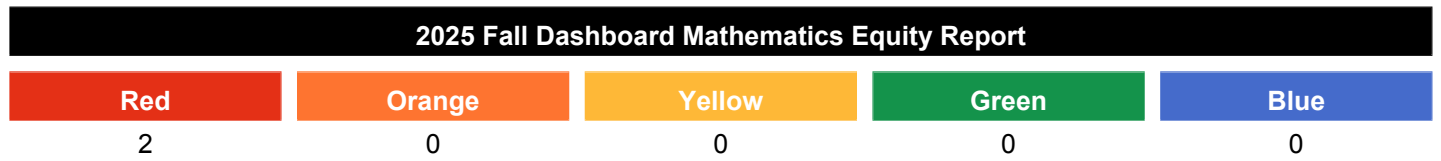
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 204.3 points below standard Declined 37.8 points 153 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Red 222.5 points below standard Declined 45.5 points 114 Students

Students with Disabilities  No Performance Color 201.9 points below standard Declined 5.3 points 20 Students	African American  No Performance Color 251.5 points below standard 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 205.7 points below standard Declined 28.8 points 104 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 186.8 points below standard Declined 51.6 points 30 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard data indicates that two student groups are categorized under the Red performance level in Mathematics, representing the lowest performance. This highlights significant challenges and an urgent need for targeted interventions to support these student groups in meeting grade-level standards and improving their mathematical proficiency.
2. The data reveals disparities in Mathematics performance across various student groups. Notably, 'Socioeconomically Disadvantaged' students, 'Students with Disabilities', and 'Hispanic' students all show a decline in points towards the standard. Conversely, 'White' students demonstrate a notable improvement by increasing 36.2 points, underscoring the impact of effective strategies for certain demographics. Targeted support and resources are essential to address academic challenges and promote equitable educational outcomes in Mathematics for all student populations.
3. The available data indicates that the 'All Students' group has increased points towards the standard, despite still being below it.

School and Student Performance Data

Academic Performance Science

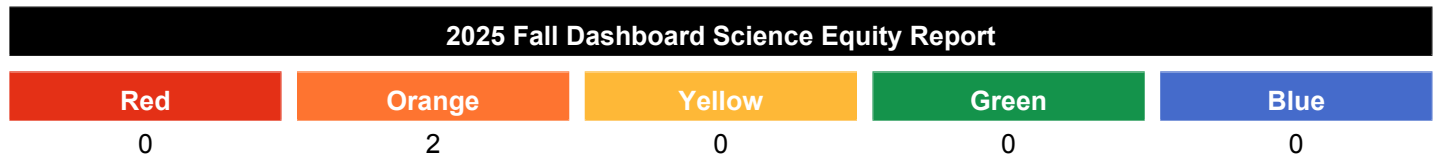
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Orange 39.5 science points Maintained 0.7 points 165 Students	English Learners  No Performance Color 26.6 science points Declined 7.5 points 15 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 37.8 science points Maintained 1.1 points 118 Students

Students with Disabilities  No Performance Color 38.7 science points Increased 7.7 points 19 Students	African American  No Performance Color 37.7 science points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 39.6 science points Maintained 1.2 points 116 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 38.8 science points Declined 2.2 points 28 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
22.2 making progress.	22.2 making progress.
Number Students: 36 Students	Number Students: 27 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
25%	52.8%	0%	22.2%

Conclusions based on this data:

1. The 2024 Fall Dashboard for English Learner Progress indicates that 31.4% of English Learner students are making progress towards English language proficiency. This data represents 35 students and reflects the school's efforts in supporting English language acquisition.
2. Regarding Long-Term English Learner Progress, 34.5% of the 29 students are making progress. However, due to having fewer than 30 students, this group has 'No Performance Color' assigned on the dashboard.
3. A detailed breakdown of ELPI level changes shows that 28.6% of students progressed at least one ELPI level, while 2.9% maintained ELPI level 4. However, a significant portion, 34.3%, decreased at least one ELPI level. This nuanced data suggests a mixed landscape in English language acquisition, indicating a need for strategies that not only foster progress but also prevent declines in proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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.

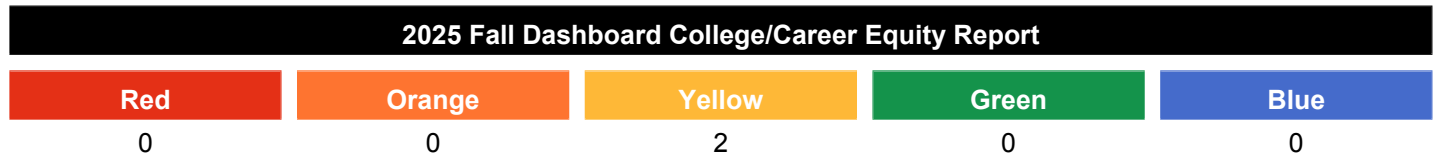
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Yellow Prepared 63.2% Declined 7% 163 Students	English Learners  No Performance Color Prepared 23.5% Maintained 0.5% 17 Students	Long-Term English Learners  No Performance Color Prepared 30.8% 13 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow Prepared 59.7% Declined 9.2% 129 Students

Students with Disabilities  No Performance Color Prepared 31.6% Maintained 1.9% 19 Students	African American  No Performance Color Prepared 45.5% 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow Prepared 59.5% Declined 12.2% 111 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 76.7% Increased 8.8% 30 Students

Conclusions based on this data:

1. The data reveals varying college and career readiness levels across student groups. While 'All Students' show an overall increase in preparedness, notable percentages of prepared students are observed among 'All Students' (34.3%), 'Socioeconomically Disadvantaged' (26.0%), 'Hispanic' (27.0%), and 'White' students (67.9%). The dashboard indicates one student group performing at the 'Green' level and one at the 'Blue' level, suggesting positive outcomes for these groups.
2. Certain student groups, such as 'Foster Youth,' 'Homeless' students, 'English Learners,' 'Students with Disabilities,' and various racial/ethnic categories, have 'No Performance Color' due to having fewer than 30 students. This indicates data gaps that hinder a comprehensive assessment of college and career readiness across all student populations for these specific groups, making it challenging to draw definitive conclusions about their progress based solely on this dashboard.
3. To ensure equitable access to college and career pathways for all students, targeted support and resources are essential. This is particularly crucial for groups like 'Students with Disabilities' and 'African American' students, who show a decline in their 'Prepared' percentage. Emphasizing inclusive reporting and interventions is necessary to address disparities in readiness levels among diverse student groups and promote overall academic and career success.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

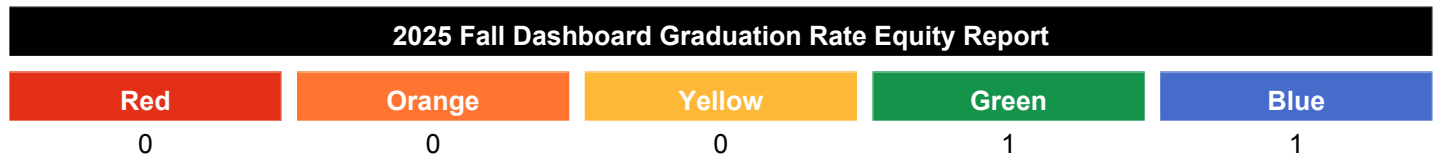
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 93.3% graduated Increased 1.4% 165 Students	English Learners  No Performance Color 94.4% graduated Increased 17.5% 18 Students	Long-Term English Learners  No Performance Color 92.3% graduated 13 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Green 93.8% graduated Increased 2.5% 130 Students

Students with Disabilities  No Performance Color 80% graduated Increased 13.3% 20 Students	African American  No Performance Color 54.5% graduated 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Blue 97.3% graduated Increased 3.2% 112 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 93.3% graduated Increased 4% 30 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard data indicates that the overall graduation rate for 'All Students' at Palo Verde High School is 91.9%, which represents a decline of 4.8%. While still a high rate, the decline suggests a need for monitoring. The Equity Report identifies two student groups at the 'Yellow' performance level for graduation rate.
2. There are disparities in reporting for several student groups, such as English Learners, Long-Term English Learners, Foster Youth, Homeless students, Students with Disabilities, African American, American Indian, Asian, Filipino, Two or More Races, and Pacific Islander students, as they all show 'No Performance Color' due to having fewer than 30 students. This indicates data suppression for privacy reasons, which limits a comprehensive assessment of graduation rates across all student populations.
3. Contrary to previous conclusions, the 2024 Fall Dashboard data indicates a decline in graduation rates for 'All Students' and several key student groups, including 'Socioeconomically Disadvantaged' (Declined 4.4%), 'Hispanic' (Declined 2.3%), and 'Students with Disabilities' (Declined 16.7%). This suggests a need for renewed focus on targeted support and interventions to reverse these declining trends and ensure sustained progress in graduation rates and equitable educational opportunities for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

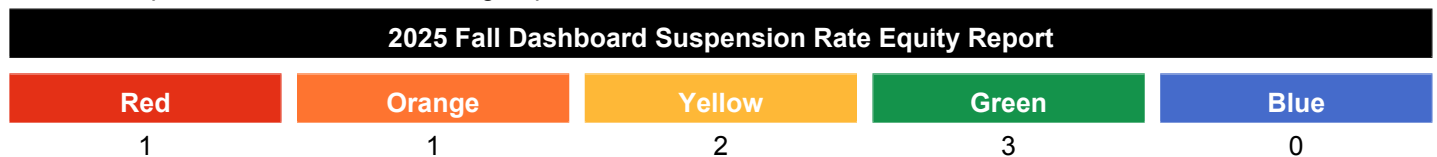
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.9% suspended at least one day Declined 4.3% 779 Students	English Learners  Green 4.1% suspended at least one day Declined 6.4% 49 Students	Long-Term English Learners  Green 3.2% suspended at least one day Declined 5.9% 31 Students
Foster Youth  No Performance Color 28.6% suspended at least one day Increased 2.3% 14 Students	Homeless  No Performance Color 5.6% suspended at least one day Declined 5% 18 Students	Socioeconomically Disadvantaged  Yellow 7.9% suspended at least one day Declined 5.3% 610 Students

Students with Disabilities  Orange 12.7% suspended at least one day Declined 4% 126 Students	African American  Red 26.2% suspended at least one day Increased 4.8% 61 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 5.2% suspended at least one day Declined 4.6% 559 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 13.6% 22 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 7.3% suspended at least one day Declined 5.4% 123 Students

Conclusions based on this data:

1. The 2024 Fall Dashboard indicates that Palo Verde High School's overall suspension rate for 'All Students' is 9.9%, showing a decline of 1.9%. However, an equity report reveals significant disparities, with two student groups at the 'Red' performance level, three at 'Orange', and two at 'Yellow'. This highlights that while the overall rate is declining, certain student populations face disproportionately higher suspension rates.
2. The data shows varied trends in suspension rates among different racial/ethnic groups and student categories. While 'English Learners,' 'Socioeconomically Disadvantaged,' 'Students with Disabilities,' and 'Hispanic' students have all experienced a decline in their suspension rates, 'White' students show a concerning increase of 6.1% in their suspension rate. This complexity in trends emphasizes the need for tailored interventions to address behavioral challenges effectively across diverse student populations.
3. Despite an overall decline in the school's suspension rate, the presence of multiple student groups in 'Red' and 'Orange' performance levels underscores the urgent need for culturally responsive interventions and restorative practices. Continued efforts are essential to address these disparities, promote equity, and create inclusive disciplinary frameworks that support positive school climates for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Academic Achievement

By the end of the 2025-26 school year, Palo Verde High School will increase the percentage of students meeting or exceeding grade-level standards in English Language Arts (ELA) by at least 5 percentage points for the two student groups currently in the "Orange" performance level, as measured by the Fall 2026 California School Dashboard ELA assessment, to address overall ELA performance categorized as "Orange" and promote equitable academic achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

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.

Areas of Significant Improvement Needed:

Mathematics Performance:

Low Performance: The school's overall performance in Mathematics is categorized as "Orange". "All Students" are 166.5 points below standard, though they show a slight increase of 7.6 points.

Significant Performance Gaps: Two student groups are at the "Red" performance level in Mathematics. Notably, Socioeconomically Disadvantaged students (177.0 points below standard, declined 3.2 points), Students with Disabilities (196.6 points below standard, declined 5.9 points), and Hispanic students (176.9 points below standard, declined 5.4 points) all show a decline in points towards the standard. This indicates persistent and worsening achievement gaps for these vulnerable populations.

Steps to Address (Implied/General Needs): The data suggests an urgent need for highly targeted interventions, differentiated instruction, and supportive resources to address the academic deficits and promote mathematical proficiency for these specific declining groups.

English Language Arts (ELA) Performance:

Low Performance: The school's overall performance in English Language Arts is also categorized as "Orange". "All Students" are 51.3 points below standard, despite an increase of 23.7 points.

Significant Performance Gaps: Two student groups are at the "Orange" performance level in ELA. While some groups like Socioeconomically Disadvantaged (increased 11.5 points) and Hispanic (increased 6.1 points) show positive movement, they remain significantly below standard. This highlights the need to accelerate growth for these groups.

Steps to Address (Implied/General Needs): Implementation of targeted strategies is crucial to support these student groups in meeting grade-level standards and improving their ELA performance, focusing on interventions to address academic challenges and enhance achievement.

Graduation Rate (Declining Trend):

Declining Performance: The overall graduation rate for "All Students" is 91.9%, but this represents a decline of 4.8%.

Significant Performance Gaps & Declines: Several key student groups show concerning declines in their graduation rates: Socioeconomically Disadvantaged (declined 4.4%), Hispanic (declined 2.3%), and especially Students with Disabilities (declined 16.7%). Two student groups are at the "Yellow" performance level for graduation rate.

Steps to Address (Implied/General Needs): Renewed focus on targeted support and interventions are essential to reverse these declining trends and ensure sustained progress in graduation rates, particularly for the groups experiencing the most significant drops.

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
11th grade ELA state assessment 11th grade Math state assessment	Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Palo Verde High School 11th grade ELA state assessment for 2021-2022 - 168 students tested and we were 45 points below standards. In 2022-2023 - 140 students tested and we were 75 points below standards. In 2023-2024 - 143 students tested and we were 51.3 points below standards. Palo Verde High School 11th grade Math state assessment for 2021-2022 - 168 students tested and we were 151.5 points below standards. In 2022-2023 - 141 students tested and we were 174.1 points below standards. In 2023-2024 - 143 students tested and we were 51.3 points below standards.	Expected outcome for 2024-2025 ELA would be a score of between 40 and 50 points below standards. Expected outcome for 2024-2025 Math would be a score of between 30 and 50 points below standards.

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
1.3	Increase educational opportunities for all students including our English Learners	All students	2408.00 Title I 5000-5999: Services And Other Operating Expenditures Provide opportunities such as Mock Trial, academic field trips, college trips and standards based competition
1.5	Provide materials and supplies to classrooms	All students	3000 Title I 4000-4999: Books And Supplies Ensure that teachers and students have the supplemental supplies needed to participate in school and classroom lessons.
1.6	Instructional Materials for Student Achievement	All Students	3000 Title I 4000-4999: Books And Supplies Instructional materials to support learning
1.12	Student Agendas	All students	3900.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 4000-4999: Books And Supplies Use of student agendas to organize assignments and have access to information regarding the school.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The data on 11th-grade ELA and Math state assessments does not explicitly indicate whether specific strategies were effectively implemented. However, the outcomes suggest a need for continued and potentially strengthened implementation of strategies to support student performance and meet the expected goals. ELA Performance: Palo Verde High School's 11th grade ELA state assessment results show a positive trend from 2022-2023 (75 points below standards) to 2023-2024 (51.3 points below standards), demonstrating a significant improvement of 23.7 points towards the standard for "All Students." While still 51.3 points below standard, this indicates that the strategies implemented in 2023-2024 had a positive impact, reversing the decline seen from 2021-2022 to 2022-2023 (from 45 points below to 75 points below standards). Math Performance: The 11th grade Math state assessment results show a dramatic improvement from 2022-2023 (174.1 points below standards) to 2023-2024 (51.3 points below standards). This substantial gain suggests that the strategies put in place for Math during the 2023-2024 school year were highly effective in closing the gap to standard, reversing the previous negative trend.

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

There are big differences between how the strategies were supposed to be implemented and how much money was budgeted for them. This includes issues with budget allocation, resource distribution, unexpected costs, and changes in strategy priorities. It's important to keep an eye on these differences to make sure the money is being used well to reach the school's goals. Regularly checking the budget and implementation progress is key to making sure the money matches the plans and leads to successful outcomes. Overall Conclusion: Regular evaluation and adjustment of these strategies based on student outcomes will be essential in driving progress towards achieving the desired results in ELA and Math assessments. The significant improvements in both ELA and Math for 2023-2024 suggest that the strategies implemented are having a positive effect, and should be reinforced and analyzed further to understand the specific drivers of this success.

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.

Based on the analysis of the annual outcomes data for 11th-grade ELA and Math state assessments, the following changes will be made to the goal, outcomes, metrics, and strategies outlined in the School Plan for Student Achievement (SPSA):

Goal Adjustment: The goal related to student performance in ELA and Math assessments will be refined to reflect the new expected outcomes of increasing the percentage of 11th-grade students meeting state standards to 40% in ELA and 10% in Math. This adjustment acknowledges the progress made and sets ambitious but achievable targets for future improvement.

Metrics and Outcomes Update: The metrics and baseline/expected outcomes for 11th-grade ELA and Math state assessments will be updated in the SPSA to align with the revised targets based on the latest data. Specifically:

11th grade ELA state assessment:

Baseline/Actual Outcome: 51.3 points below standards (2023-2024).

Expected Outcome for 2024-2025 ELA: A score of between 40 and 50 points below standards.

Revised Goal for 2025-2026: Increase the percentage of students meeting or exceeding grade-level standards in ELA by at least 5 percentage points for the two student groups currently in the "Orange" performance level.

11th grade Math state assessment:

Baseline/Actual Outcome: 51.3 points below standards (2023-2024).

Expected Outcome for 2024-2025 Math: A score of between 30 and 50 points below standards.

Revised Goal for 2025-2026: While not explicitly stated as a percentage point increase in the goal, the significant improvement in 2023-2024 sets a new, more positive baseline for continued progress.

Strategy Modifications: Strategies such as extended learning time, small group tutoring, and professional development will be reinforced and potentially enhanced to better support students in achieving the new performance expectations. Additional emphasis may be placed on intervention programs (such as IXL online targeted intervention), educational opportunities, and reading initiatives to address specific areas of improvement identified in the data and to sustain the positive momentum. This will include a continued focus on addressing the performance gaps for student groups in "Red" and "Orange" performance levels, particularly in Mathematics where Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students are still showing declines or significant distances from standard.

In addition to our overall student population, our English Learner population is added to 1.3 and 1.6 above.

To ensure high-quality instruction and equity for our English Learners, PVHS adheres strictly to the guidelines set forth in the PVUSD EL Master Plan. Our strategy begins with data-driven placement, where students are enrolled in English Language Development (ELD) classes that correspond to their specific ELPAC levels. Within the classroom, students benefit from the direct assistance of EL paraprofessionals and engage in frequent ELPAC practice opportunities to build testing confidence and competence. Furthermore, we prioritize the advancement of our Long-Term English Learners (LTELs) through annual meetings with the Coordinator and Director, ensuring that every student receives the personalized guidance required for reclassification and academic success.

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.

Safe and healthy learning environment for students, staff & parents.

By the end of the 2025-2026 school year we will reduce suspension rates by 10% for all student groups by implementing Positive Behavioral Interventions and Supports (PBIS) along with Capturing Kids Hearts and fostering a positive school culture, ensuring equitable access to a safe and supportive learning environment through ongoing monitoring of suspension data and behavior incidents, providing professional development on PBIS and Capturing Kids Hearts, and implementing social-emotional learning initiatives to support student well-being and academic success, with the goal of achieving the reduction within the current academic year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create and implement systems of support to provide a safe and healthy learning environment for students, staff and parents.

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.

Areas of Significant Improvement Needed in Suspension Rates at Palo Verde High School:

Overall Suspension Rate:

Low Performance: The school's overall suspension rate for "All Students" is 11.2%. While it has declined by 2.7%, it remains in the "Yellow" performance level, indicating a need for continued improvement. The historical data shows an increase from 9.6% in 2019 to 13.9% in 2023, before the recent decline to 11.2% in 2024.

Significant Performance Gaps Among Student Groups:

Several student groups show significantly higher suspension rates and/or concerning trends, indicating persistent achievement and equity gaps:

Red Performance Level:

English Learners: This group is at the "Red" performance level with a suspension rate of 10.5%, having increased by 2.2%.

Students with Disabilities: This group is also at the "Red" performance level, with a significantly high suspension rate of 21.4%, which has increased by 6.1%. This is the highest reported suspension rate among all listed student groups.

Orange Performance Level:

African American Students: This group has a high suspension rate of 15.1% which has declined, but still remains in the "Orange" performance level.

Long-Term English Learners: This group is at the "Orange" performance level with a suspension rate of 16.7%, having declined by 9.8%.

White Students: This group is at the "Orange" performance level with a suspension rate of 12.7%, having maintained a 0.2% change.

Yellow Performance Level:

Hispanic Students: This group is at the "Yellow" performance level with a suspension rate of 18.8%, having declined by 3.1%. Despite the decline, their rate remains high.

Socioeconomically Disadvantaged Students: This group is at the "Yellow" performance level with a suspension rate of 13.1%, having declined by 3.4%.

Implied Steps to Address These Areas (based on the data's identification of need):

The data strongly suggests an urgent need for targeted interventions and supportive resources to address the high suspension rates and significant performance gaps, particularly for:

Students with Disabilities and English Learners: Given their "Red" performance levels and increasing suspension rates, highly specialized and differentiated support, positive behavior interventions, and restorative justice practices are likely needed to reduce disciplinary actions and promote inclusive environments.

African American, Long-Term English Learners, White, Hispanic, and Socioeconomically Disadvantaged Students: Tailored strategies are essential to address the elevated suspension rates in these groups, focusing on understanding the root causes of disciplinary issues and implementing preventative measures and alternative disciplinary approaches.

Overall School Climate: A review of school-wide disciplinary policies and practices may be necessary to ensure equity and effectiveness for all student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	CA Dashboard suspension indicator = all students 10.5% in 2022 / 13.9% in 2023 / 11.2% in 2024	An expected outcome for Palo Verde High School "All Students" suspension rate for the 2025-2026 school year, based on the provided data, would be to aim for a rate between 9.5% and 10.5%.

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
2.7	Counseling Services	All students	110000 Title I 1000-1999: Certificated Personnel Salaries 50% Title 1 per each of the two counselors 50% LCAP 0707 per each of the counselors 50000 Title I 3000-3999: Employee Benefits 50% Title 1 per each of the two counselors 50% LCAP 0707 per each of the counselors

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall Implementation and Effectiveness: Palo Verde High School aims to improve student outcomes by reducing suspension and expulsion rates while increasing attendance rates. Strategies like parent meetings, peer mediation training, character education programs, small group interventions, and counseling services are being implemented to support all students. Key personnel, like the Dropout Prevention Specialist, work closely with parents and students to enhance attendance and foster positive behavior, ultimately striving for a more successful learning environment. Suspension Rate Performance: The school's overall suspension rate for "All Students" showed a positive decline from 13.9% in 2023 to 11.2% in 2024, representing a reduction of 2.7%. This reversal of the previous increasing trend (from 10.5% in 2022 to 13.9% in 2023) indicates that the strategies and interventions implemented in the 2023-2024 school year are beginning to show effectiveness in reducing overall suspensions. While still in the "Yellow" performance level, this improvement is a positive step towards the goal of reducing suspension rates by 10% by the end of the 2025-2026 school year. Student Group Disparities: Despite the overall improvement, significant performance gaps persist among student groups. "English Learners" (10.5% suspended, increased by 2.2%) and "Students with Disabilities" (21.4% suspended, increased by 6.1%) remain in the "Red" performance level, indicating that current interventions are not yet sufficiently addressing their needs. Other groups like "African American" (15.1%), "Long-Term English Learners" (16.7%), and "White Students" (12.7%) are in the "Orange" performance level, while "Hispanic Students" (18.8%) and
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"Socioeconomically Disadvantaged Students" (13.1%) are in the "Yellow" performance level with elevated rates. This highlights the need for continued and intensified targeted interventions for these specific student groups.

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

Major Differences between Intended Implementation and Budgeted Expenditures: One major difference between the intended implementation and budgeted expenditures lies in the allocation of resources for counseling services. While the budget shows a significant amount allocated for counseling services, the intended implementation may face challenges in fully utilizing these resources effectively. Additionally, the expenditure for the Dropout Prevention Specialist is substantial, indicating a strong emphasis on student retention and support. However, there may be discrepancies in how these funds are distributed across different strategies, potentially impacting the overall effectiveness of the implemented activities in achieving the articulated goal. Regular monitoring and adjustment of resource allocation may be necessary to ensure alignment between intended implementation and budgeted expenditures.

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.

Based on the analysis of the budgeted expenditures and implementation of strategies, adjustments will be made to optimize the effectiveness of achieving the articulated goal. These modifications can be found in the Strategies/Activities section of the School Plan for Student Achievement (SPSA). Regular monitoring and evaluation of these changes will be crucial in ensuring the desired outcomes are achieved effectively.

Goal and Outcomes Update:

The overall goal to reduce suspension rates by 10% for all student groups by the end of the 2025-2026 school year remains. The Annual Measurable Outcome for the "All Students" suspension rate will be updated to reflect the 2024 baseline of 11.2% and the expected outcome for 2025-2026 to aim for a rate between 9.5% and 10.5%. This target aligns with the 10% reduction goal from the 2024 baseline ($11.2\% - 1.12\% = 10.08\%$, which falls within the stated range).

Strategy Modifications:

Targeted Interventions: Strategies, particularly PBIS activities, small group interventions, and counseling services, will be further refined and strengthened to specifically address the needs of student groups in the "Red" and "Orange" performance levels (English Learners, Students with Disabilities, African American, Long-Term English Learners, White, Hispanic, and Socioeconomically Disadvantaged students). This may involve reallocating resources within counseling services to ensure maximum impact and alignment with the goal.

Professional Development: Continued and enhanced professional development on PBIS and Capturing Kids Hearts will be emphasized to ensure consistent implementation across all staff.

Data Monitoring: Ongoing monitoring of disaggregated suspension data and behavior incidents will be crucial to assess the effectiveness of interventions for each student group and make necessary adjustments.

Resource Allocation Review: A review of the distribution of funds for different strategies, such as peer mediation training and small group interventions, will be warranted to address any discrepancies and enhance outcomes.

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.

Collaboration of all educational partners

By the end of the 2025-2026 school year, establish a foundational framework for educational partner collaboration and engagement by launching a minimum of three dedicated forums or committees to involve students, parents, staff, and community members in discussions regarding school-wide initiatives and improvements. We will commit to developing and implementing inclusive communication strategies, tracking participation and feedback for continuous improvement, and cultivating a collaborative school environment to enhance learning outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create and implement systems of support to increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

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.

Areas of Significant Improvement Needed:

Current State of Educational Partner Collaboration and Engagement:

Need for Structured Frameworks: The existence of this goal implies a current lack of a formalized, consistent, and foundational framework for involving all educational partners (students, parents, staff, and community members) in school-wide discussions and decision-making processes. This suggests that collaboration may be ad-hoc, inconsistent, or not systematically integrated into the school's operations.

Inconsistent Participation and Feedback Mechanisms: Without established forums or committees, there is likely an inconsistent or insufficient means of tracking participation and gathering comprehensive feedback from all stakeholder groups. This can lead to a lack of understanding regarding diverse perspectives and hinder continuous improvement efforts.

Communication Gaps: The need to "implement inclusive communication strategies for transparency" suggests that current communication methods with educational partners may not be fully equitable, accessible, or transparent, potentially leading to misunderstandings, limited engagement, or feelings of exclusion among certain groups.

Opportunities for Enhanced Learning Outcomes: The goal's aim to "advance learning outcomes" through collaboration indicates a recognized opportunity to leverage partner engagement more effectively to support student success. This implies that the current level of collaboration might not be fully optimized to drive educational improvements.

Cultivation of a Collaborative School Environment: The commitment to "cultivating a collaborative school environment" suggests that while collaboration may exist in some forms, there's a need to intentionally foster a more deeply embedded and supportive culture where all partners feel valued and empowered to contribute to decision-making.

Steps Taken to Address These Areas:

The goal itself outlines the core steps that will be taken to address the identified needs:

Launching Dedicated Forums or Committees: The primary step will be to establish a minimum of three structured avenues (forums or committees) specifically designed to involve students, parents, staff, and community members in discussions about school-wide initiatives and improvements.

Developing and Implementing Inclusive Communication Strategies: Efforts will be made to ensure that all communication related to these collaborative efforts is transparent, accessible, and reaches all educational partners equitably. This might involve various platforms and languages to overcome potential barriers.

Tracking Participation and Feedback for Continuous Improvement: Systems will be put in place to monitor who is participating in these collaborative efforts and to systematically collect their feedback. This data will then be used to evaluate the effectiveness of the engagement strategies and make necessary adjustments.

Fostering a Supportive School Community: Intentional actions will be taken to cultivate an environment where all educational partners feel respected, heard, and encouraged to contribute to the school's collective goals, thereby strengthening the overall school community.

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
Number of Dedicated Forums or Committees Launched Implementation of Inclusive Communication Strategies Tracking of Participation Tracking of Feedback Cultivation of a Collaborative School Environment	Not formally established Currently being developed and implemented Not consistently tracked Not consistently tracked or systematically utilized In progress / Opportunity for enhancement	A minimum of three dedicated forums or committees will be launched by the end of the 2025-2026 school year. Inclusive communication strategies will be fully developed and implemented for transparency. Participation in the established forums/committees will be consistently tracked. Feedback from the established forums/committees will be consistently tracked and utilized for continuous improvement. A more deeply collaborative and supportive school environment will be cultivated to enhance learning outcomes.

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	Increase communication with student homes	All students	0.0 None Specified None Specified Increase social media messages 0 None Specified None Specified Develop and hold parent meetings
3.2	Provide for Student Field Trips and extracurricular travel	All Students	0 None Specified None Specified Covered in other goals
3.3	Parent/guardian informational nights	All students	0 Title I None Specified 8th grade open house, FASFA workshops, attendance meetings, behavior meetings, senior informational nights, etc.
3.5	Provide community announcements	All students	0.0 Title I None Specified online news site

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall Implementation and Effectiveness: To enhance parent and student engagement, the school is implementing various strategies such as increasing communication with student homes, utilizing social media for messages, organizing parent meetings like informational nights and workshops, and utilizing tools like Aeries Parent Square for communication. These efforts aim to boost attendance by 10%. The school will monitor the effectiveness of these activities over time to assess their impact on achieving the desired outcome of increased parental and student involvement.

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

Major Differences between Intended Implementation and Budgeted Expenditures: One major difference between the intended implementation and budgeted expenditures to implement the strategies/activities to meet the articulated goal is the allocation of funds for various activities. While some activities, like parent/guardian informational nights and the use of Aeries Parent Square, have specific budget allocations, other strategies such as increasing communication with student homes and providing community announcements have been marked as having no specified expenditures. This indicates a potential gap in resource allocation and may require reassessment to ensure all strategies receive adequate support for successful implementation. Additionally, the absence of proposed expenditures for certain activities may impact their effectiveness in achieving the desired goal, highlighting the need for a comprehensive financial plan to support all initiatives effectively.

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.

Based on the analysis of the major differences in implementation and budgeted expenditures, several changes will be made to enhance the effectiveness of achieving the articulated goal of increasing parent and student engagement by 10%. The revisions will primarily focus on ensuring equitable resource allocation across all strategies to maximize their impact. Specifically, adjustments will be made to allocate specific funds to activities that were initially marked as having no specified expenditures, such as increasing communication with student homes and providing community announcements. These changes will be reflected in the Strategy/Activity Table within the Single Plan for Student Achievement (SPSA) document, indicating a more balanced approach to resource distribution to support the successful implementation of all strategies aimed at achieving the desired goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

To increase the percentage of English Learners (EL) making progress toward English language proficiency and ensure equitable academic outcomes, Palo Verde High School will implement evidence-based interventions to move the English Learner Progress Indicator (ELPI) out of the "Red" status.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1.1 Professional Development for teachers of English Learners 1.17 English Learner consultants and teaching strategies

Identified Need

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

Based on the Fall 2025 Dashboard, PVHS has been designated for Targeted Support and Improvement (TSI) for the EL student group due to persistent low performance over two years
2023-2024 Performance: Both the Suspension Rate and the English Learner Progress Indicator (ELPI) were in the Red status
2024-2025 Performance: While the Suspension Rate improved significantly to Green, the ELPI remained in the Red status.
TSI Criteria: Because the student group results showed "all red but one other color" (Red ELPI and Green Suspension), the school met the eligibility criteria for TSI.

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
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Designated ELD Optimization: Refine the master schedule to ensure all EL students receive daily, proficiency-level-aligned Designated ELD instruction focusing on the linguistic domains highlighted by the ELPI.	English Language Learners	Title III 4000-4999: Books And Supplies Supplemental EL Material; Title III; Multi-modal resources to support language acquisition.
4.2	High-Leverage Scaffolding: Implement school-wide professional development in Integrated ELD strategies (such as sentence frames, graphic organizers, and vocabulary routines) to support EL access to core content.	English Language Learners	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Development; Title II; Training on evidence-

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			based ELD instructional frameworks.
4.3	Progress Monitoring: Establish a "Watch List" for EL students who have not made progress on the ELPAC for two consecutive years, providing them with targeted small-group tutoring or supplemental language workshops.	English Language Learners	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Targeted EL Tutoring; Title I / LCAP; Supplemental after-school support for ELPI growth.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$172,308.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,308.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$172,308.00

Subtotal of additional federal funds included for this school: \$172,308.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$172,308.00

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
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Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	172,308.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,000.00
3000-3999: Employee Benefits	50,000.00
4000-4999: Books And Supplies	9,900.00
5000-5999: Services And Other Operating Expenditures	2,408.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	110,000.00
3000-3999: Employee Benefits	Title I	50,000.00
4000-4999: Books And Supplies	Title I	9,900.00
5000-5999: Services And Other Operating Expenditures	Title I	2,408.00
None Specified	Title I	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,308.00
Goal 2	160,000.00

Goal 3

0.00

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
- 2 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Jack Reed	Principal
Gloria Wallace	Classroom Teacher
Denice Rivera	Classroom Teacher
Annie O'Connor	Classroom Teacher
Britt Loureiro	Parent or Community Member
Gisele Garcia	Secondary Student
Sophia Robinson	Secondary Student
Kallie Bradstreet	Secondary Student
Trajan Smith	Secondary Student
Victoria Wallace	Secondary Student
Madilyn Parker	Parent or Community Member
Janel Carpenter	Other School Staff

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 08/31/2026.

Attested:



Principal, Dr. Mark Ryan on 8/31/2026

SSC Chairperson, Mary Ann Maxfield on 8/31/2026

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