School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Pleasant Valley High School
Address	1475 East Ave. Chico
County-District-School (CDS) Code	04-61424-0437558
Principal	Damon Whittaker
District Name	Chico Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	May 20, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

The mission of Pleasant Valley High School is to ensure student success via a 9-12 sequence of Teaching, Learning, Assessment, and Support.

The vision of PV is driven by the following questions:

1) What do we want students to know and be able to do?
2) How will we know they have learned it?
3) How will we respond when they don't learn it?
4) How will we respond when they do?
5) How will we ensure that every student is connected to the PV community?

In collaborative teams we are addressing these questions on an ongoing basis with high expectations for student learning and continual improvement.

School Profile

Pleasant Valley High School is a four-year comprehensive high school. PV is fully accredited through 2020-2021 school year by the Western Association of Schools and Colleges. Students come from a variety of ethnic and cultural backgrounds.

School personnel, students and parents continue to study ways to improve the school program. Our mission is to serve all students in ways that meet their academic, career, personal and social needs. A core academic program is required of all students and a wide variety of elective courses in the areas of visual and performing arts, career technical arts, industrial technology and physical education. Career programs and a comprehensive special education program are also offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PV is recognized locally and state wide as a strong academic school. In 2007, PV was recognized as a California Distinguished School. We are one of only a few schools in California with an AP Capstone diploma program for students who want the most rigorous academic course of study. In addition, we offer courses in Math, English, Science, Social Science and Visual/Performing Arts along with AVID and Carl Perkins funded school-to-career pathways. We also have Career and Technical Education Pathways. We have tech-prep classes, 2 + 2 college-articulated programs, and many Advanced Placement courses that can be taken for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school.

We believe that each student must acquire a core education of basic skills while in high school. Even so, we expect all students to achieve the high standards we have set for them.

Stakeholder Involvement

How, when, and with whom did the 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 SPSA is developed by the School Site Council, comprised of students, parents, and staff. The SSC meets a minimum of four times a year. Additionally, the SPSA is reviewed by the PVHS Instructional Council, a group of Department Chairs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.27%	1.07%	1.2%	25	21	23
African American	2.39%	2.18%	1.99%	47	43	38
Asian	7.53%	7.05%	7.21%	148	139	138
Filipino	0.97%	0.91%	0.89%	19	18	17
Hispanic/Latino	19.28%	18.67%	19.08%	379	368	365
Pacific Islander	0.76%	0.86%	0.73%	15	17	14
White	63.48%	64.99%	64.04%	1248	1,281	1,225
Multiple/No Response	1.63%	1.67%	3.5%	32	33	26
			Total Enrollment	1966	1,971	1,913

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	572	538	514
Grade 10	475	519	497
Grade 11	464	452	470
Grade 12	441	462	432
Total Enrollment	1,966	1,971	1,913

Conclusions based on this data:

1. Enrollment is sustaining/increasing each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	50	31	30	2.5%	1.6%	1.6%
Fluent English Proficient (FEP)	281	273	269	14.3%	13.9%	14.1%
Reclassified Fluent English Proficient (RFEP)	27	12	11	37.5%	24.0%	35.5%

Conclusions based on this data:

1. The number of English Learners enrolled significantly dropped in 18-19 . However, our reclassification rate dropped as well. Need to look at why?

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	422	447	438	404	435	421	404	434	421	95.7	97.3	96.1
All Grades	422	447	438	404	435	421	404	434	421	95.7	97.3	96.1

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2637.	2621.	2621.	29.95	30.65	31.35	45.05	39.63	34.20	17.82	19.35	23.04	7.18	10.37	11.40
All Grades	N/A	N/A	N/A	29.95	30.65	31.35	45.05	39.63	34.20	17.82	19.35	23.04	7.18	10.37	11.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.15	35.02	35.39	43.92	49.31	46.08	8.93	15.67	18.53
All Grades	47.15	35.02	35.39	43.92	49.31	46.08	8.93	15.67	18.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41.19	42.63	45.61	47.89	46.08	43.94	10.92	11.29	10.45
All Grades	41.19	42.63	45.61	47.89	46.08	43.94	10.92	11.29	10.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.78	23.96	24.70	65.01	62.21	64.61	6.20	13.82	10.69
All Grades	28.78	23.96	24.70	65.01	62.21	64.61	6.20	13.82	10.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.64	38.94	35.63	45.66	50.92	50.83	6.70	10.14	13.54
All Grades	47.64	38.94	35.63	45.66	50.92	50.83	6.70	10.14	13.54

Conclusions based on this data:

1. Participation rate remained high and writing continues to be a strength.

2. Reading and Listening sub-categories need to be addressed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	422	447	438	406	435	428	406	434	428	96.2	97.3	97.7
All Grades	422	447	438	406	435	428	406	434	428	96.2	97.3	97.7

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

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	2616.	2617.	2612.	16.01	18.43	19.16	35.71	31.11	29.44	24.14	25.58	23.83	24.14	24.88	27.57
All Grades	N/A	N/A	N/A	16.01	18.43	19.16	35.71	31.11	29.44	24.14	25.58	23.83	24.14	24.88	27.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	34.24	36.18	31.54	36.21	29.95	34.58	29.56	33.87	33.88
All Grades	34.24	36.18	31.54	36.21	29.95	34.58	29.56	33.87	33.88

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	22.91	24.42	20.56	52.46	51.84	55.61	24.63	23.73	23.83
All Grades	22.91	24.42	20.56	52.46	51.84	55.61	24.63	23.73	23.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	22.66	24.19	21.96	63.05	56.22	57.48	14.29	19.59	20.56
All Grades	22.66	24.19	21.96	63.05	56.22	57.48	14.29	19.59	20.56

Conclusions based on this data:

1. Participation rates continue to increase

2. Problem-solving skills remain relatively similar with the majority of our students at or near standard

3. Need to focus on Communicating Reasoning and Data Analysis.

School and Student Performance Data

ELPAC Results
2017-18 Summative Assessment Data

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 9	*	*	*	*	*	*	*	4
Grade 10	*	*	*	*	*	*	*	9
Grade 11	*	1543.9	*	1553.6	*	1533.6	*	11
Grade 12	*	*	*	*	*	*	*	5
All Grades							37	29

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	9.09	*	27.27	*	45.45		18.18	*	11
12	*	*	*	*	*	*		*	*	*
All Grades	29.73	13.79	32.43	37.93	29.73	27.59	*	20.69	37	29

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	36.36	*	27.27		18.18		18.18	*	11
12	*	*	*	*	*	*		*	*	*
All Grades	59.46	44.83	*	20.69	*	13.79	*	20.69	37	29

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	*	*
10	*	*		*	*	*	*	*	*	*
11	*	0.00	*	9.09	*	45.45	*	45.45	*	11
12		*	*	*	*	*	*	*	*	*
All Grades	*	0.00	29.73	24.14	29.73	44.83	35.14	31.03	37	29

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	0.00	*	54.55		45.45	*	11
All Grades	29.73	0.00	59.46	62.07	*	37.93	37	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	72.73		18.18		9.09	*	11
All Grades	81.08	72.41	*	13.79	*	13.79	37	29

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
11	*	9.09	*	18.18	*	72.73	*	11
12	*	*	*	*	*	*	*	*
All Grades	*	6.90	45.95	55.17	45.95	37.93	37	29

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	0.00	*	90.91	*	9.09	*	11
12	*	*	*	*	*	*	*	*
All Grades	*	10.34	64.86	72.41	*	17.24	37	29

Conclusions based on this data:

1. Reading domain has drastically improved.

2. Need to focus on Listening, and Writing domain.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1971	**38.2**	**1.6**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	1.6
Foster Youth	13	0.7
Homeless	29	1.5
Socioeconomically Disadvantaged	752	38.2
Students with Disabilities	270	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	2.2
American Indian	21	1.1
Asian	139	7.1
Filipino	18	0.9
Hispanic	368	18.7
Two or More Races	51	2.6
Pacific Islander	17	0.9
White	1281	65.0

Conclusions based on this data:

1. Socio-economically disadvantaged, homeless and foster youth will be a focus for our school. PV wants to ensure that students in these sub groups are being supported with resources.

2. Our Hispanic population is growing, does our hiring reflect this?

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Yellow		
College/Career Blue		

Conclusions based on this data:

1. Math and ELA have become stagnant the last couple of years with no movement. 2019-2020 Math and English will be a focus for improvement.

2. College and Career is data is representing well, our CTE pathways and courses are supporting this.

3. Suspension rate will be a focus moving forward, especially with our under represented sub groups.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	0	2	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
39.3 points above standard	93.9 points below standard	0 Students
Maintained -2.6 points	Declined Significantly -61.7 points	
411	24	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
28.6 points below standard	3.8 points above standard	55.7 points below standard
17	Declined -7.4 points	Declined -12.5 points
	151	60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
58.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	51.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
11	3	Maintained -2.4 points	4
		32	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
7.4 points above standard	54.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	48.7 points above standard
Declined Significantly -19 points	15	5	Maintained ++1.4 points
79			253

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	56.4 points below standard	44 points above standard
7	Declined Significantly -19.6 points	Maintained -0.7 points
	17	339

Conclusions based on this data:

1. We need to identify why our English Learners ELA scores are not improving.

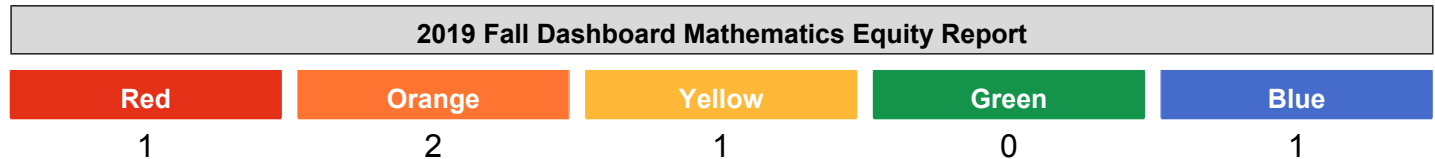**2.** Supporting students with disabilities with resources will be a focus moving forward.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	1	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
14.1 points below standard	162.4 points below standard	
Declined -4.4 points	Declined Significantly -69.3 points	
413	24	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
104.3 points below standard	65.6 points below standard	132.9 points below standard
	Declined Significantly -18.9 points	Declined Significantly -19 points
17	152	59

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
123.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	16.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
11	3	Increased Significantly ++15.5 points 33	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
63.1 points below standard	4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	3 points below standard
Declined Significantly -21.3 points 79	15	5	Maintained -2 points 253

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 7	143.5 points below standard Declined Significantly -49.3 points 17	8.8 points below standard Declined -3.8 points 339

Conclusions based on this data:

1. Need to identify why SWD scores are so low.

2. While Math remains low, overall our Math scores are exceeding the state averages in all subgroups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
70 making progress towards English language proficiency
Number of EL Students: 20
Performance Level: Very High
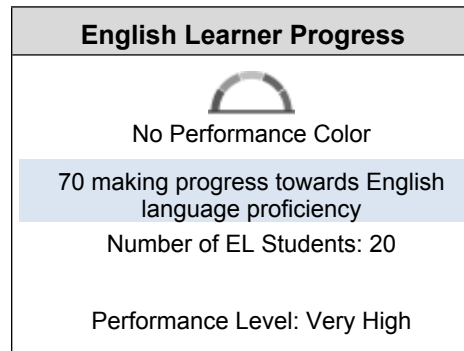
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
0	6	0	14

Conclusions based on this data:

1. According to the data our EL students are progressing towards re-designation.
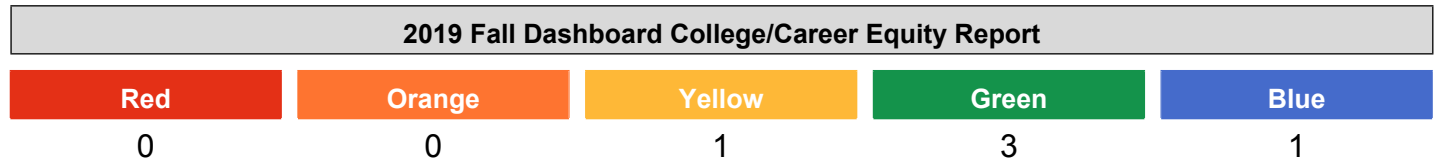
School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	1

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
74.1	46.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +7.1	Increased Significantly +23.6	
		5
452	30	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
46.2	62.4	35.3
Increased Significantly +15.4	Increased +5.3	Increased +3.2
26	229	51

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	66.7	Less than 11 Students - Data Not Displayed for Privacy
7	4	Declined -5.1	5
		39	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
65.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	79.9
Increased +11.6	7	3	Increased Significantly +9.6
92			289

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	67.1 Prepared	74.1 Prepared
Approaching Prepared	13.6 Approaching Prepared	11.9 Approaching Prepared
Not Prepared	19.4 Not Prepared	13.9 Not Prepared

Conclusions based on this data:

1. The grants ARE working!!!

2. CTE pathways are an effective way to reach our homeless student population.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0
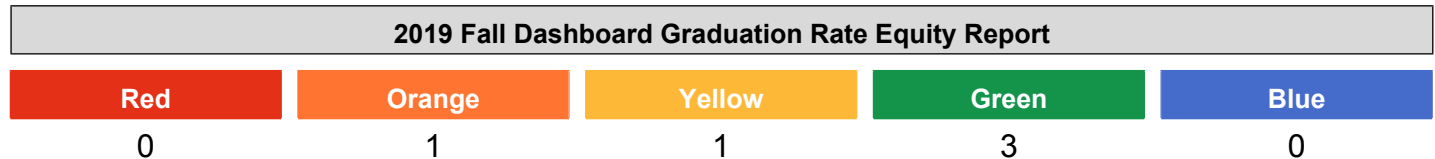
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
94.5	83.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.8	Declined -12.8	
452	30	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
92.3	93.5	76.5
Increased +15.4	Increased +1.2	Declined -3.9
26	229	51

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	92.3	Less than 11 Students - Data Not Displayed for Privacy
7	4	Declined -7.7	5
		39	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
94.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	94.8
Maintained -0.6	7	3	Increased +2.6
92			289

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
92.7	94.5

Conclusions based on this data:

1. Hispanic students are maintaining. Asian students decreased a little but had strong test scores junior year, where is the disconnect.

2. SWD did not improve. How can we support SWD with resources to raise the graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	3	1	0	1
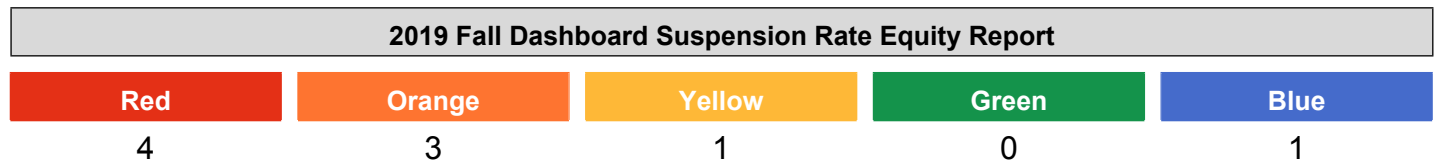
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Blue	No Performance Color
4.9	0	23.8
Increased +2	Maintained 0	Increased +19.5
2122	40	21
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
10.8	8.1	10
Increased +7.3	Increased Significantly +4.3	Increased Significantly +9.4
102	915	309

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	No Performance Color
10.9	25	2.7	5.3
Increased +6.9	Increased +21.4	Increased +2.7	Increased +5.3
46	24	147	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Orange
4.5	3.2	0	4.8
Increased +1.8	Maintained -0.2	Maintained 0	Increased +1.6
396	95	17	1378

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.9	4.9

Conclusions based on this data:

1. suspension rates among all subgroups increased. What are the factors related to our suspension and can we mitigate any to reduces these rates?

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

District LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.

- 1.2: By 2021, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

LCAP Goal

Site Goal:

- 1.1: 100% of PVHS teachers will be appropriately assigned and credentialed (as reported on Highly Qualified Teacher and Williams Report).

- 1.2: PVHS will have access to curriculum, instructional materials, and technology to support student achievement of the CCSS.

- 1.3: PVHS will rate at least "Good" as measured by the facilities inspection tool (FIT).

- 1.4: PVHS will be 1 to 1 computer devices for all students..

Basis for this Goal

Chico Unified School District's Goal 1, Quality Teachers, Materials, and Facilities aligns with State Priority 1, Basic Conditions of Learning. These conditions support the following:

*Teachers who are assigned and fully credentialed for the students they are teaching.

*Students have access to the standards-aligned instructional materials resources.

*School facilities are in good repair.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Conditions of Learning Maintain compliance with Williams Act requirement 100% of PVHS teachers are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	100%	100%
State Priority 1: Local Indicator/Instructional Materials PVHS classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	100%	100%
State Priority 1: Local Indicator/Facilities in Good Repair PVHS will continue to rate as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).	100%	100%
State Priority 1: Local Indicator/Instructional Materials Pleasant Valley students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	100%	100%

Planned Strategies/Activities

Strategy/Activity 1

-
Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments

-
Support teacher induction Professional Development

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,000,000
Source	LCFF - District Supplemental
Description	Instructional Materials

Amount	176,000
Source	LCFF - District Supplemental
Description	Renaissance Place, iReady (Total District Cost)

Amount	200,000
Source	LCFF - District Supplemental
Description	Educational Software (total District Cost)

Amount	1,000,000
Source	LCFF - District Supplemental
Description	Technology including supplemental Chromebook carts/LCD Projectors/infrastructure

Strategy/Activity 3

- Facilitate a CUSD MandO site inspection to help identify and prioritize site facility repair needs

- Utilize current work order system for completion of repair projects

- Organize campus beautification projects

- Timeline: August-June

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	4,000,000
Source	LCFF - Base
Description	MandO

Strategy/Activity 4

- Facilitate the home and school usage of student Chromebooks including device management

- Site will ensure that all students are 1 to 1 with a Chrome book devise as well as support classrooms with additional Chrome books

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Libraries will be maintained and available for student use.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,100,000
Source	LCFF - District Supplemental
Description	Librarians and Library Media Assistants

Amount	385,000
Source	LCFF - District Supplemental
Description	Tech Aides

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with California State Standards

Goal Statement

District Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.

- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.

LCAP Goal

Site Goal:

-

2.1: PVHS staff will administer district common assessments in English and Math.

-

2.2: 85% of applicable PVHS staff will attend one or more CSCS in Math, English Language Arts, English Language Development or Next Generation Science Standards

Basis for this Goal

Chico Unified School District's Goal 2, Fully Align Curriculum and Assessments with California State Content Standards aligns with State Priority 2: State Standards (Conditions of Learning). These conditions support the following:

*Assessment

*Curriculum

*Equity

*Instruction

*Professional Learning

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 4: State Indicator/Academic Indicator/Grade 11 ELA SBAC results	Grade 9 assessments (all English courses and Integrated Math 1) were implemented, including the addition of data analysis meetings. Grades	Continued work from baseline.

Metric/Indicator	Baseline	Expected Outcome
	10-12 continue to develop an assessment plan for ELA and math.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Majority of teachers are at a Level 3 with some moving into Level 4 as per teacher and administrator input. ELD instructional scope and sequence updated to align with ELA standards and instruction.	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	80% of PVHS teachers attended one or more CSCS trainings in Math and/or the Next Generation Science Standards as applicable.	More than 85% of PVHS teachers attend one or more CSCS trainings in Math, ELA, ELD, and/or NGSS as applicable.

Planned Strategies/Activities

Strategy/Activity 1

- Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with new state standardized assessments (SBAC)

- 9-12 will develop, refine and administer the ELA and math assessments in place and continue refining the assessment plan that is in place during the 2019-20 school year.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	375,000
Source	LCFF - District Supplemental
Description	District Leadership Council Instructional Teachers on special Assignment (TOSAs)

Amount	116,000
Source	Title I - District
Description	Illuminate/Data Teacher on special Assignment (TOSA)

Amount	59,000
Source	Grant Funding
Description	CTE Teacher on Special Assignment (TOSA)

Amount	101,000
Source	Title II - District
Description	DLC Instructional TOSAs

Amount	430,000
Source	Title II - District
Description	Teacher Professional Development

Amount	99,000
Source	Title II - District
Description	Technology Professional Development

Amount	140,000
Source	Title III
Description	ELD TOSAs

Strategy/Activity 2

- All staff will use Wednesday Collaboration Time to address the Collaborative Student Viking Learner Outcome

- Monitor the ELD standards in the instructional day across a variety of subject areas.

- Math teachers will use Collaboration Time to develop common assessments

- English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments)

- Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE (G-Suite).

- 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description	Collaboration Days- No Funding Needed
Amount	5,000
Source	Title II - Site
Description	Site PD Opportunity Summer Collaboration

Strategy/Activity 3

Continue to refine district common assessments in English, Math, and Spanish, with a focus on Integrated Math 2 and 10th grade English (all courses).

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description

TOSAs (Total District Cost)

See Goal 3

Strategy/Activity 4

Interested teachers will participate in long-term professional development opportunities

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title II - Site

Description

Site PD

After School- PD

PLCs

Peer- Observation Conferences

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support High Levels of Student Achievement in a Broad Range of Courses

Goal Statement

District Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.

- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.

- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.

- 3.4: Increase student achievement for English learners.

- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

LCAP Goal

Site Goal:

-

3.1 PVHS will improve the average distance to level three for all student groups on both the English and Math Smarter Balanced Assessments by at least three points.

-

3.2 PVHS will increase the reclassification rate for English Learners by 1%.

-

3.3 PVHS will decrease the number of Ds and Fs in all subjects by 10% each semester.

-

3.4 PVHS will increase the participation rate of students taking the AP and IB tests by 5%.

-

3.5 PVHS will increase the number of students completing CTE sequenced Pathways by 5%.

-

3.6 PVHS will increase participation on on SAT/PSAT/ACT by 10% across all demographics.

-

3.7 PVHS will increase by 5% the number of 9th grade students completing IM1 or higher at the end of the 2019-20 school year.

Basis for this Goal

Chico Unified School District's Goal 3, Support High Levels of Student Achievement in a Broad Range of Courses, aligns with the following State Priorities:

State Priority 4: Pupil Achievement (Pupil Outcomes) - Performance on standardized tests, share of pupils that are college and career ready, share of English Learners that become English proficient, English Learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

State Priority 7: Course Access (Conditions of Learning) - Pupil enrollment in a broad course of study that includes all of the subject areas as relates to curriculum, equity, and professional learning.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes) - Pupil outcomes in subject areas as relates to curriculum, equity, and professional learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard change in ELA.	Declined	Need to improve
State Dashboard change in Math	Maintained	Need to improve.

Planned Strategies/Activities

Strategy/Activity 1

- Continue to implement an Early Warning System to identify and support students in danger of not graduating.

- Continue to monitor the number of students completing CTE Pathways

- Continue to monitor the number of students taking College-Board exams

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,750,000
Source	LCFF - District Supplemental
Description	Secondary Counselors (Total Cost for all Secondary Sites)

Strategy/Activity 2

Visit similar schools to identify options for scheduling

- Develop Data Dashboard for all assessments disaggregated by subgroup

- Offer a variety of AP/IB courses

- Offer flexible scheduling options

- ELD Team to meet and determine appropriate criteria for re-designation

- Increase AP/IB test participation

- Utilize Read 180 Curriculum for struggling students

- Additional instructional support

- Teacher Instructional materials

- Continue to implement AVID curriculum

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,325,000
Source	LCFF - District Supplemental
Description	Intervention and Instruction Support (Total District Cost)
Amount	10,000
Source	Title II - Site

Description	AP/IB Training
Amount	20,000
Source	Site LCAP
Description	.2 ELD FTE
Amount	10,000
Source	Site LCAP
Description	Read 180
Amount	20,000
Source	Site LCAP
Description	.2 AVID instructor Professional Development, curriculum
Amount	25,000
Source	Site LCAP
Description	Multi-Tiered Systems of Support Training and supplies
Amount	2,000
Source	Title II - Site
Description	Instructional Materials
Amount	20,000
Source	Site LCAP
Description	Innovative Scheduling release time and Professional Development

Strategy/Activity 3

- Counseling Staff will conduct intervention conferences with all struggling frosh each semester (Weekly Check-in, Check-out)

- Provide all-day, everyday access to every student to Learning Center to make up work, review material, provide access to technology

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	510,000
Source	LCFF - District Supplemental
Description	Bilingual Aides (Total District Cost)

Amount	20,000
Source	Site LCAP
Description	Instructional Aide

Strategy/Activity 4

Provide afterschool Peer tutoring, homework club support

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

District Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information.

- 4.2: At all levels, increase parent input and involvement in school activities.

LCAP Goal

Site Goal:

- 4.1 PVHS will maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.

- 4.2 PVHS will increase the use of the MTSS-FIA evaluation tool.

- 4.3 Parent Engagement with PVHS social media accounts will increase from the prior year.

- 4. All (100%) of teachers will update Aeries gradebooks within 10 days of completion of assignment.

Basis for this Goal

Chico Unified School District's Goal 4, Provide Opportunities for Meaningful Parent Involvement and Input aligns with the following State Priorities:

State Priority 3: Parental Involvement and Engagement. This priority seeks parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

State Priority 6: School Climate and Engagement. This priority includes pupil suspension rates, pupil expulsion rates, and other local measures including surveys of pupils, parents and teachers in regard to safety and school connectedness as relates to culture and climate, equity, and family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase Aeries parent portal use	Current baseline	Current baseline plus 2%

Planned Strategies/Activities

Strategy/Activity 1

- Remind staff of timely responses to parent inquiries in staff notes and at staff meetings

- Regularly survey staf using the MTSS-FIA

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Description	Surveys - Distributed by District

Strategy/Activity 2

Continue to employ TCM at site

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	570,000
Source	LCFF - District Supplemental
Description	Targeted Case Managers (Total District Cost)

Strategy/Activity 3

Advertise activities in multiple languages

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description

No Funding Needed

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

District Goal 5: Improve School Climate

- 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

LCAP Goal

Site Goal(s):

-

5.1: The attendance rate at PVHS will be at least 95.0%

-

5.2: PVHS will reduce Chronic Absenteeism by 1%

-

5.3: PVHS will decrease the dropout rate by 0.5%

-

5.4: PVHS will reduce the suspension rate by at least 1%%

-

5.5: PVHS will reduce the expulsion rate

-

5.6 PVHS will increase the graduation rate

Basis for this Goal

Chico Unified School District's Goal 5, Improve School Climate, aligns with the following State Priorities:

State Priority 5: Pupil Engagement (Engagement), which includes school attendance rates, chronic absenteeism rates, middle school dropout rates, and high school graduation rates as relates to culture and climate, equity, and family and community.

State Priority 6: School Climate (Engagement), which includes pupil suspension rates, pupil expulsion rates, other measures including surveys of pupils, parents, and teachers on safety and school connectedness as relates to culture and climate, equity, and family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reduce Chronic Absenteeism by 2% annually	95.6% attendance rate	95.6% attendance rate or higher

Planned Strategies/Activities

Strategy/Activity 1

Make teachers aware of PD opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title II - Site
Description	Site PD Opportunity Nurtured Heart Training

Strategy/Activity 2

-

Provide a forum for communication for disenfranchised parents

-

TCM contact parents

-

Notify parents and students of attendance violations via email, mail, and in person (students).

-

Develop Saturday School Attendance Incentive Plan (similar to Marsh Jr. High).

-

Leadership Team will discuss end of year data

Students to be Served by this Strategy/Activity
All

Timeline
2020-2021

Person(s) Responsible
Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Site LCAP
Description	Supplies for TCM

Strategy/Activity 3
Notify staff of benefits of ISS/Re-set vs. Out-of-School Suspension

Students to be Served by this Strategy/Activity
All

Timeline
2020-2021

Person(s) Responsible
Administrator/staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

- Employ Nurses

- Employ Health Assistants

- Provide MNI Services as needed

Students to be Served by this Strategy/Activity
All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	800,000
Source	LCFF - District Supplemental
Description	Nurses, Health Aides, LVN's (total District Cost)

Amount	200,000
Source	LCFF - District Supplemental
Description	MNI/OCI

Strategy/Activity 5

- Employ campus supervisors

- Radio Maintenance

- Campus Supervisor

- Golf Cart Maintenance

- Increase surveillance System and Maintenance

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,185,000
Source	LCFF - District Supplemental
Description	Campus Supervision (Total District Cost)

Amount	1,000
Source	Safe Schools
Description	Radio and Cart Maint.

Amount	3,000
Source	Safe Schools
Description	Surveillance System

Strategy/Activity 6

Not applicable

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Provide numerous sports,Co-curricular opportunities as well as information related to life style.
Sleep
Nutrition
Stress Management
Performance

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	850,000
Source	LCFF - District Supplemental
Description	Coaching Stipends (Total District Cost)

Amount	20,000
Source	Site LCAP
Description	Viking Committed Program

Amount	3,000
Source	Safe Schools
Description	Viking Committed Program Supplies

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

District LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.

- 1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Conditions of Learning Maintain compliance with Williams Act requirement 100% of PVHS teachers are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	100%	
State Priority 1: Local Indicator/Instructional Materials PVHS classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	100%	
State Priority 1: Local Indicator/Facilities in Good Repair PVHS will continue to rate as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).	100%	
State Priority 1: Local Indicator/Instructional Materials McManus students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	100%	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments • Support BTSA Professional Development			
Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning		Instructional Materials LCFF - Base 400,000	
		Instructional Materials Lottery 350,000	
		Renaissance Place LCFF - District Supplemental 70,500	
		Illuminate LCFF - Base 84,000	
		Site technology including supplemental Chromebooks/LCD Projectors/Infrastructure 64,000	
		Site technology including supplemental Chromebooks/LCD Projectors/Infrastructure LCFF - Site Supplemental 14,000	
• Facilitate a CUSD MandO site inspection to help identify and prioritize site facility repair needs • Utilize current work order system for		MandO LCFF - Base 4,000,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
completion of repair projects • Organize campus beautification projects • Timeline: August-June			
• Facilitate the home and school usage of student Chromebooks including device management • Site will ensure that Chromebook carts are maintained in good working order		Chromebook Carts LCFF - District Supplemental 350,000	
		IT Dept LCFF - Base	
Libraries will be maintained and available for student use.		Librarians and Library Media Assistants LCFF - District Supplemental 1,056,738	
		Tech Aides LCAP Supplemental 390,000	

Analysis

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

All strategies and activities were appropriately implemented for each of the site goals.

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

The strategies and activities were highly effective. Having access to highly-qualified teachers, a safe and clean physical environment, and access to technology provides an ideal learning environment for our students.

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

None.

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.

One change will result from increased expectation by staff for students to utilize their chromebooks more often. We anticipate a goal focused on the use of Google classroom.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

District Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.

- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: State Indicator/Academic Indicator/Grade 11 ELA SBAC results	Continued work from baseline.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	More than 85% of PVHS teachers attend one or more CSCS trainings in Math, ELA, ELD, and/or NGSS as applicable.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with new state standardized assessments (SBAC) • 9-12 will develop, refine		Teachers on Special Assignment (TOSA) LCAP Supplemental 291,830	
		Title II - District 148,000	
		Funding source - CA Career Pathway Trust 315,555	
		Title I - District 199,284	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and administer the ELA and math assessments in place and continue refining the assessment plan that is in place during the 2017-18 school year.		Funding source - Other 45,357	
		Title III 37,698	
• All staff will use Wednesday Collaboration Time to address the Collaborative Student Viking Learner Outcome • Monitor the ELD standards in the instructional day across a variety of subject areas. • Math teachers will use Collaboration Time to develop common assessments • English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments) • Continue to support staff professional development in the use of Aeries,		Collaboration Days- No Funding Needed	
		Site PD Opportunity Summer Collaboration Title II - Site 5,000	
		District PD Opportunities Title II - District 200,000	
		Title III 39,000	
		Funding source - Educator Effectiveness Funds 179,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Illuminate, and GAFE (G-Suite). • 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.			
Continue to refine district common assessments in English, Math, and Spanish, with a focus on Integrated Math 2 and 10th grade English (all courses).		TOSAs (Total District Cost) See Goal 3	
Interested teachers will participate in long-term professional development opportunities		Site PD After School- PD PLCs Peer- Observation Conferences Title II - Site 10,000	

Analysis

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

Through collaboration between site department leads and DLC members, common assessments were developed for English (9th, ERWC) and Math (IM2).

Using our site-level Professional Development Application, core subject area teachers applied for and received Title II monies to attend CCSS, AP, IB, and NGSS-specific trainings.

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

The strategies and activities were highly effective.

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

None.

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.

Additional assessments must be written (HEng.10, IM1 and IM3).

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

District Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.

- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.

- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.

- 3.4: Increase student achievement for English learners.

- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA.	Need to improve	
State Dashboard change in Math	Need to improve.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Continue to implement an Early Warning System to identify and support students in danger of not graduating. • Continue to monitor the number of students completing CTE Pathways • Continue to monitor the number of students taking		Secondary Counselors (Total Cost for all Secondary Sites) LCFF - District Supplemental 1,741,419 .5 Grant Funded Counselor Funding source - Career Pathways Grant Grant Funding 49,519	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
College-Board exams			
Visit similar schools to identify options for scheduling • Develop Data Dashboard for all assessments disaggregated by subgroup • Offer a variety of AP/IB courses • Offer flexible scheduling options • ELD Team to meet and determine appropriate criteria for re-designation • Increase AP/IB test participation • Utilize Read 180 Curriculum for struggling students • Additional instructional support • Teacher Instructional materials • Continue to implement AVID curriculum		LCFF - District Supplemental 1,325,000	
		AP/IB Training Title II - Site 10,000	
		.2 ELD fte LCFF - Site Supplemental 20,000	
		Read 180 LCFF - Site Supplemental 10,000	
		.2 AVID instructor Professional Development, curriculum LCFF - Site Supplemental 20,000	
		Multi-Tiered Systems of Support Training and supplies LCAP Supplemental 25,000	
		Instructional Materials Title II - Site 2,000	
		Innovative Scheduling release time and Professional Development LCAP Supplemental 20,000	
• Counseling Staff will conduct		Bilingual Aides (Total District Cost) LCFF -	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervention conferences with all struggling frosh each semester • Provide all-day, everyday access to every student to Learning Center to make up work, review material, provide access to technology		District Supplemental 452,158 Instructional Aide LCFF - Site Supplemental 20,000	
Provide afterschool homework club support			

Analysis

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

All strategies and activities were successfully implemented.

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

With the exception of Goal 3.1, all goals were met. Preliminary data shows PVHS students have not met the expected goal of improving the average distance to level three for all student groups on both the English and Math Smarter Balanced Assessments by at least three points. This goal will be the primary focus of next year's achievement plan.

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

None.

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.

A strong focus on literacy will be supported by increasing PD opportunities, data analysis, and department-level goal development, beginning at the first day teachers come back from summer break.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

District Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information.

- 4.2: At all levels, increase parent input and involvement in school activities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase Aeries parent portal use	Current baseline plus 2%	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Remind staff of timely responses to parent inquiries in staff notes and at staff meetings • Regularly survey staf using the MTSS-FIA		No Funding Needed LCFF - Base 10,000	
		Education for the Future Survey	
Continue to employ TCM at site		Targeted Case Managers (Total District Cost) LCFF - District Supplemental 357,353	
Advertise activities in multiple languages		No Funding Needed	

Analysis

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

All strategies and activities were successfully implemented.

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

With the exception of 4.4 -All (100%) of teachers will update Aeries gradebooks within 10 days of completion of assignment, all goals were met.

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

None.

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.

PVHS Leadership will continue to reinforce the critical need to communicate achievement results in a timely manner. Additionally, admin. will push to include this discussion in CUSD/CUTA Negotiations. Lastly, a goal related to using Google Classroom will be included in the next LCAP/SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

District Goal 5: Improve School Climate

- 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reduce Chronic Absenteeism by 2% annually	95.6% attendance rate or higher	

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Make teachers aware of PD opportunities.		District PD Opportunity Title II - District	
		Site PD Opportunity Nurtured Heart Training Title II - Site 3,000	
- Host monthly parent seminars for disenfranchised parents - TCM contact parents - Notify parents and students of attendance violations via email, mail, and in person (students).		Supplies for TCM LCFF - Site Supplemental 2,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Develop Saturday School Attendance Incentive Plan (similar to Marsh Jr. High). • Leadership Team will discuss end of year data			
Notify staff of benefits of ISS vs. Out-of-School Suspension			
• Employ Nurses • Employ Health Assistants • Provide MNI Services as needed		Nurses (Total District Cost) LCFF - District Supplemental 107,044	
		Health Assistants (Total District Cost) LCFF - District Supplemental 496,363	
		MNI (Total District Cost) LCFF - District Supplemental 336,250	
• Employ campus supervisors • Radio Maintenance • Campus Supervisor • Golf Cart Maintenance • Surveillance System Maintenance		Campus Supervision (Total District Cost) LCFF - District Supplemental 616,831	
		Radio and Cart Maint. Safe Schools 1,000	
		Surveillance System Safe Schools 3,000	
Not applicable			
Provide numerous sports, Co-curricular opportunities as well as		Coaching Stipends (Total District Cost) LCFF - District Supplemental 367,825	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
information related to life style. Sleep Nutrition Stress Management Performance		Viking Committed Program LCFF - Site Supplemental 20,000	
		Viking Committed Program Supplies Safe Schools 3,000	

Analysis

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

All strategies and activities were successfully implemented.

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

Preliminary data shows PVHS has met all goals with the exception of decreasing the suspension rate. Specifically, PVHS will focus on the suspension rate of the students with IEPs.

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

None.

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

The suspension rate of SWD will be a primary focus for the 2019-2020 school year. A more systematic implementation of PBIS will be initiated in the Fall of 2019.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	103,202,840
LCAP - District	13,582,453
LCAP - Site	138,364
Title 1 - District	913,590
Title 1 - Site	
Title II - District	229,494
Title II - Site	27,621
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

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

2 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

3 Secondary Students

Name of Members	Role
Claire Jacobson -Junior Class President	Secondary Student
Natalie Chapman - Sophomore Class President	Secondary Student
Allie Williams- Frosh Class President	Secondary Student
Monica Egbert	Parent or Community Member
Charlotte Mallory	Other School Staff
	Classroom Teacher
Beth Burton	Classroom Teacher
Damon Whittaker	Principal

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:
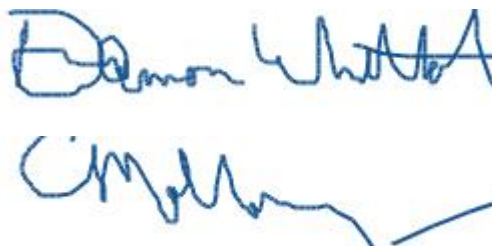
Signature	**Committee or Advisory Group Name**

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 Feb. 25th, 2018.

Attested:

[signature]	Principal, Damon Whittaker on 5/22/2019
[signature]	SSC Chairperson, Charlotte Mallory on 5/22/2019

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed 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.

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

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
  • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
  • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
  • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
  • Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: 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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program