School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paradise Valley Engineering Academy Principal Amber Andrade	43695836098271	05/11/21	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this School Plan for Student Achievement is to create, implement, and monitor goals and strategies, and ensure the alignment of resources to meet the needs of all students at Paradise Valley Engineering Academy. This plan will specifically address subgroups that scored in the orange or read tiers on the California Department of Education's California School Dashboard.

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

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

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

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College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for up-and-coming learners).

Additional School level goals and priorities include a focus on three areas: increasing language arts proficiency, increasing math proficiency and increasing student engagement in a variety of experiences

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 following stakeholder groups were surveyed when creating this plan: School Staff, Parents, School Site Council, and English Learner Advisory Council. Each group received student data and were asked to discuss several options to address that data. This plan has been approved by the staff, School Site Council, and the English Learner Advisory Council.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

The following subgroups will move up by 1 level on the CAASPP in both ELA and Math by the end of the 2021-22 school year; Latino, Low Socio-Economic, and English Learners. RFEP students will score similar to EO peers on CAASPP testing. Students with Disabilities will grow by 20 points in both ELA and Math as measured by CAASPP scores at the end of the 2021-22 school year. All students will be prepared for college and careers by ensuring that all students learn technology skills needed to access higher education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data ELA	Whole school data: Green Subgroups that scored below green: English Learners and Low SES- Yellow Latino- Orange Students with Disabilities- Red	Students with Disabilities as a subgroup will grow by 20 points as measured on the CAASPP. Both English Learners and Latino subgroups will increase by 20 points which will bring them to the green category. Socioeconomically Disadvantaged students will increase as a subgroup by 20 points.
California Dashboard Data Math	Whole school data: Green Subgroups that scored below green: Latinos and Socioeconomically Disadvantaged- Yellow *Disadvantaged subgroups increased on CAASPP but are still below standard* Students with Disabilities- Orange	Students with Disabilities as a subgroup will increase by 20 points. Both Latino and Socioeconomically subgroups will increase by 20 points.
Spring 2021 F&P Data	Percentage of students reading below grade level as of March K- 21% 1- 44% 2- 44% 3- 35% 4- 40%	All students below in reading level by one year will meet end of the year reading level. Students more than a year below reading will grow at least 5 F&P levels by the end of the school year.

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	5-50%	
Leveled Literacy Instruction Student Data	61 students reading below grade level that were served in LLI this school year. Along with Kinders who came in with 0 letter recognition. 52 of the 61 students grew more than 2 levels.	For students entering into LLI they will show more than one year's growth over the course of the school year as measured by F&P scores.

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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Goal 1 Action 1:   Tier 1 Staff

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
   1. Hiring general education teachers
   2. Providing new teacher induction mentors
   3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Stipend for Technology Lead. Technology training by grade level to ensure students have the computer skills needed to be career/college ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Stipend to give a teacher to help staff, students, and families with technology needs	$1690	Lottery

Goal 1 Action 2:   Tier 2-3 Staff

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. Provide hours for leveled literacy intervention in small groups within the school day.

2. Provide substitute teachers to cover for 504, SST, IEP days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
Provide hours for classroom support. Yard Duty staff will be trained in the LLI program to pull students in small groups	$8,000	LCFF
Provide hours for classroom support. Yard Duty staff will be trained in the LLI program to pull students in small groups	$2,800	Lottery

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Provide substitutes for teachers to be released to collaborate on 504, SST's, and IEP's	$4,000		Lottery

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Provide PD to teachers on Sonday System to address Dyslexia characteristics in general education.

2. Provide PD on Step Up to Writing curriculum (was purchased in 2019/20).

3. Provide PD on Lexia mini lessons and targeted instruction.

4. Provide MTSS training to support all students.

5. Provide PD on district assessment software (Datazone, MAP, Lexia) in order to help teachers pull data quickly.

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6. Provide PD on what the ELPAC looks like and how to add simple parts of ELPAC examples into lesson plans.

7. Provide time to disaggregate data of EL levels to ensure targeted instruction using ELLevation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Provide training and materials for the Sonday System to address Dyslexia characteristics	$5,000	Lottery
Provide substitute costs to release teachers to attend needed trainings	$8,160	LCFF
Step Up To Writing	$1,000	Lottery
Lexia	$0	District Paid
MTSS	$0	District Paid
District Software	$0	District personnel

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Provide Career and College guest speakers

2. Provide opportunities for data disaggregation and planning

3. Provide Lexia and digital platforms to address student needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Guest speakers	$0	
Data Disaggregation collaboration time	$0	
Lexia and digital platforms	district covered	

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Provide collaboration time and PD to disaggregate EL levels to ensure targeted instruction based on ELPAC results in each sub category.

2. Continue to provide ELD based on specific student needs in both whole class and small group settings.

3. Provide extended day program opportunities for underperforming students, disengaged students, and low income students.

4. Continue to hold SST's and 504's to ensure student success.

5. Provide Raising a Reader curriculum.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Collaboration Time and PD for EL instruction	$0	
ELD collaboration	$0	
Extended Day stipends for teachers	$5,070	Extended Day
Provide Raising a Reader to engage and support English Learners, promote bilingualism and multicultural identities, and extend learning in K-1	$4,837.72	LCFF

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
   1. Links to all school accountability report cards.
   2. Links to all school safety plans
   3. Links to all school plans for student achievement
   4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

   1. None. All meetings and materials were held online and shared via google.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
None		

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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Centralized funding for basic services provided through the District Level LCAP for reference include:
1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. Provide supplies for students.

2. Provide books for the library

3. Provide engineering items for classrooms, makerspace, and robotics labs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Purchase supplies for students who cannot afford them and for classes that need more materials due to student needs.	$5,000	Lottery
Purchase postage for items being mailed out	$300	Lottery
Provide new books for the library	$1524.60	Lottery
Provide engineering items for classrooms and the makerspace lab (including robotics lab)	$6,637.10	Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal 1 ANALYSIS

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

Due to Covid 19, numerous items in the 2020/21 school year SPSA were not able to be accomplished. Extended day, Makerspace, External Professional Developments, and activities were not able to be completed. However, this school year did allow us to make significant progress on several other items. For example, staff became proficient in several technology applications. We were able to move student progress despite distance learning. Students also learned college and career readiness skills like google suite. This will be a continued focus as students return to school in person. We have developed a new technology and college and career readiness plan for all students which involves academic and passion goal setting. It also includes creating a college or career plan. This plan will be updated yearly as the student continues their K-12 education. Our LLI program increased the number of students served to 60 for each trimester. The increase in student F&P results showed the effectiveness of LLI with many students gaining over 3 levels during each trimester.

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

Due to students being distanced the majority of the year the school spent a large portion of the budget on copy paper, ink, and copier supplies and repairs. We used funding to purchase an extra kit of each LLI level: Orange, Blue, and Green. This allows us to train staff and parents to use the kits for the 21/22 school year in small group pull outs. We also purchased Raising a Reader curriculum to encourage bilingualism and promote reading skills at home. These kits included parent directions and materials to help teach reading skills.

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.

Several changes were made to this goal due to student needs by subgroup. This goal is focused on professional development, student engagement, and stronger tier 1 teaching.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

The PVEA stakeholder community will develop a mission, vision, as well as shared values by the end of the 2021-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mission, Vision, and Values	PVEA's mission, vision, and values are not something people remember. We created new values during the 20/21 school year	PVEA will create and post a new mission and vision by the winter of 2021.
School Site Council	SSC met 5 times this school year to discuss plans, goals, student data, and progress on goals.	Continue to meet as a council to review student data, adjust and reevaluate goals throughout the year
English Language Learner Advisory Council	ELAC met 6 times this school year to discuss EL needs, parent needs, student data, and progress on goals.	Continue to meet as a council and create parent workshops as discussed in the parent needs assessment.
Home School Club	Home School Club met monthly to go over events and projects. HSA items are listed below in the volunteering and fundraising categories	Continue to meet monthly to plan and adjust to provide fun activities for the students and parents.
Parent Meetings and Newsletters	Parent workshops this school year was a 5 part session that covered budget, data, goals, needs, and technology platforms.	Continue to send out weekly newsletters to parents and hold monthly principal chats.
Volunteering	Volunteering opportunities were very small due to Covid 19. However, parents did volunteer in the following items: Meet the Masters, Panther Prowl, Art Cart, Book Faire, REad A Thon, and Appreciation Week	Continue to bring volunteers in when guidelines allow it. The goal will be to have at least 5 parents per classroom to help with running reading groups.

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Fundraisers	Fundraisers this school year included dinner night out, book faire, and the Panther Prowl	Bring back previous year fundraisers to help fund field trips and events for the students.

Goal 2 Action 1:   Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:
1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Provide transparent and timely information to the school community in multiple formats (phone, text, email)

2. Maintain student files, create items for parent involvement, and parent information in paper format

3. Continue to hold principal chats that focus on topics that were brought up during the parent needs assessment

4. Train volunteers on how to deliver Lexia mini lessons and sections of the LLI kits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)

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Purchase Blackboard Connect to disseminate information to the PVEA families	$900	Lottery
Pay for copy machine items and adjusting of machines	$2,500	Lottery
Purchase supplies needed for staff for regular school business (student files, parent newsletters, parent volunteer items, paper for the copier, etc)	$6,200	Lottery

Goal 2 Action 2:   Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:
1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Continue to have interpreters available for all parent chats.

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2. Provide translation of newsletters as needed

3. Provide parent workshops to address topics parents want to learn about

4. Offer parenting workshops for parents that are having a hard time with their child's behavior.

5. Conduct targeted outreach to connect families with services based on needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Interpretation of all meetings into Spanish (liaison)	0	0

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal 2 ANALYSIS

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

This year due to Covid 19 our parent engagement changed drastically. Parent meetings were held via Zoom once a month. We held SSC and ELAC meetings also through Zoom 5 times this school year. HSC meetings were held once a month at night via Zoom. School communication relied heavily on digital platforms. We used Google Classroom, email, Blackboard Connect, Zoom, and parent phone calls this year to ensure information was sent out. Parent newsletters were in email format. Parents worked together outside of the school to still create fun activities for all students like Meet the Masters art program, Read A Thon, and the Panther Prowl. Project Cornerstone was still used for Kindergarten and led by a parent. Parent workshops were held via Zoom regarding school topics that parents were not familiar with like school funding. Teachers also held parent workshops via Zoom and created videos to help parents navigate all of the new platforms.

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

Due to Covid 19 no volunteers were allowed on site nor parent activities. Therefore, the items originally funded in this category were not completed or were done without cost.

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.

We did see an increase in parents wanting more workshops around school items. We will continue to offer parent workshops based on the beginning of the school year needs assessment. Parent volunteers also want to be able to help more students, therefore, we are training all volunteers on how to deliver Lexia skill builders and LLI reading activities.

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Goal 3

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

Identified Need

The PVEA stakeholder community will develop a mission, vision, as well as shared values by the end of the 2021-22 school year. Attendance rates will improve by 2% from pre-Covid rates. Students will be surveyed twice a year to determine the effectiveness of the new MTSS system and what needs to be added. Increase the amount of disengaged students into Extended Day Programming.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data Chronic Absenteeism	Whole school data: Green Subgroups that fell below the green tier: Latino-Yellow Asian and Socioeconomically Disadvantaged- Orange 19/20: 16 kids 20/21: 17 kids	Each chronically absent student will be assigned a trusted adult to check in with to ensure they are engaged in school. All subgroups will fall in the green or blue categories on the CA Dashboard. Next year's truancy letters will decrease by 30%.
California Dashboard Data Suspensions	Whole School Data: Green Subgroups that fell below the green tier: English Learners- Orange Students with Disabilities- Yellow	The school community will teach and model our core values and expected behavior. The school will develop a robust MTSS system that includes PBIS strategies. All students will fall in the yellow or above category for suspensions in 2021/22 school year. Subgroups English Learners and Students with Disabilities will move up at least one level on the CA Dashboard.

Goal 3 Action 1:   Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Develop and implement a K-12 service learning program
  2. Support implementation of Positive Behavior Intervention and Support at all sites.
  3. Provide liaison with School Resource Office
  4. Partner with YMCA and Project Cornerstone.
  5. Develop and implement strategies to increase student attendance.
  6. Support the development and renewal of school safety plans.
  7. Implement program for suicide awareness and prevention and Child Abuse Prevention
  8. Provide large group social emotional learning opportunities to support healthy life choices.
  9. Conduct standardized campus climate surveys at all schools.
  10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

  1. Extended Day programming to include art, music, theater, social emotional learning activities, sports, and engineering.

2. Purchase health equipment needed for students that become ill or hurt in school.

3. All PVEA students will participate in spirit days, school incentives, assemblies, and buddy classrooms. *see goal 1 action 7 for cost*

4. All grade levels will solve monthly engineering challenges and participate in maker space activities. *see goal 1 action 7 for cost*

5. All students will create a plan for attending college and attend career assemblies.

6. All classrooms will participate in activities for building student character and community.

7. Provide extra yard duty hours to cover recesses.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
#1,3,4,6 Extended Day learning activities and contracts	$25,836.53	Extended Day
#2 Health Supplies	$750.00	Lottery
#7 Yard duty extra hours	$5,000	Lottery

Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Provide after school activity bus for disadvantaged students
  2. Provide college and career awareness through Cal-SOAP and AVID.
  3. Provide Naviance at grades 6-12.
  4. Support AVID at middle grades .
  5. Provide social emotional support and services through community based organizations.
  6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
  7. Provide ADVENT program for foster youth
  8. Provide CARE team services tof Foster, homeless and disadvantaged students.
  9. Implement Restorative Justice as an alternative to suspension.
  10. Develop a comprehensive Foster Homeless education plan
  11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

  1. Provide Extended Day opportunities to all students. The school will cover the cost associated with the programs for students who cannot afford them.

2. All students that were identified as chronically absent during the 2019-20 and 2020-21 school years will be assigned a check-in trusted adult to help reengage them in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)

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Extended Day costs to cover student participation for students that cannot afford paid programs	$3,000	Extended Day

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal 3 ANALYSIS

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

Due to Covid 19 many items in the 20-21 SPSA were not able to be accomplished. However, we did add in new items like Career Guess My Job Assemblies. These proved to be exciting and engaging for students. We also added in engagement videos to build community like dance challenges (staff vs kids), work out videos (Principal vs kids), bike to school Wednesdays and grade level Zoom hangouts to keep kids connected. After student feedback we created a new library, purchased new comfy furniture for open spaces, new furniture for small group areas, and installed theater and audio equipment into the MDF for future use. We also piloted a new Social Emotional Curriculum, Second Step, to address needs shown during Covid 19.

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

Due to Covid 19 we did not use the funds the way they were presented last year. We will be carrying over many funds that were not spent this school year to the next school year to allow for numerous activities to take place.

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.

We have added in a strong technology skill building, career and college readiness, and character/community development.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]

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Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 104,000.43

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

State or Local Programs	Allocation ($)
LCFF	$23,625.43
Lottery	$45,375
Extended Day	$35,000

Subtotal of state or local funds included for this school: $104,000.43

Total of federal, state, and/or local funds for this school: $104,000.43

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

    I.   The development of the SPSA shall include both of the following actions:

        A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1.   The comprehensive needs assessment of the entire school shall:

                a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in

Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

   i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

   ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

   iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

   iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

   v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

     a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

     b. use methods and instructional strategies that:

       i. strengthen the academic program in the school,

       ii. increase the amount and quality of learning time, and

       iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

     c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

       i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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