School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jurupa Valley High School	33 67090 3330412	05/15/2024	June 24, 2024

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

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

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

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

This plan is being used by Jurupa Valley High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in ELA and math scores, with our English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the continued implementation of professional development and collaboration in both QTEL and WICOR instructional strategies, as well as tutoring (ELO) and priority scheduling in Dual Enrollment and CTE Pathways specifically targeting English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Engaging educational partners, specifically parents and families, continues to be an area of focus. However, JVHS did experience an increase in engagement in 2023-24, particularly with the opening of the Community Schools Wellness Center and a very active ELAC. The following communication platforms continue to be utilized (but are not limited to): Canvas, Google Classroom, Remind, Parent Square, and class/club social media accounts (Twitter, Instagram, Snapchat, Facebook, etc.). This is all in addition to educational partners still having the ability to contact teachers, administration, etc. via phone and email.

A few methods of community outreach offered to our educational partners on campus included the Community Schools Council, School Site Council, ELAC, FFA community/student events, CTE events, Jag Rush, Parents with PRIDE, all Community School events/classes/services, and performances given by JVHS's Visual and Performing Arts Department. Additionally, many of JVHS's clubs, sports, and other extracurricular activities regularly engage in community outreach via volunteer opportunities and sponsor community events on campus.

JVHS provides dedicated time for educational partners to provide input for the Annual Review of the SPSA. Teachers and staff provide input during Leadership Team meetings and gather additional information from educational partners in their respective departments/programs/offices. Input is formally sought from parents in both ELAC and SSC, informally via Parents with PRIDE meetings and the LCAP survey. Students provide input via a needs assessment that is conducted during the annual Student Leadership Retreat, which includes a broad representation of students across all

grade levels, departments, and programs via Panorama surveys and informally through two-way conversations throughout the school year. Similarly, once all input has been synthesized and incorporated into the SPSA for the upcoming school year, it is reviewed by educational partners and submitted to the School Site Council for approval before submitting to the JUSD Board of Trustees. To increase student voice and representation, JVHS has a Student Board Member who reports on Jurupa Valley's events, programs, and progress to the Board of Trustees from a student perspective.

Examples of areas where Educational Partners provided input (by LCAP Goal):

College and Career Readiness:
1. Continued improvement of a-g completion rates by offering extended learning opportunities, tutoring, grade improvement opportunities, and
equitable grading practices.
3. Continue to increase Dual Enrollment, with a specific focus on English Learners.
4. Maintain prevention and intervention strategies and offer opportunities for acceleration in both summer (specifically CTE pathways) and the regular school year.
5. Increase WICOR within daily lessons (PD implemented on Late Start days via teachers teaching teachers).
6. Instructional Team leaders and members have implemented and continue to increase the use of the formative assessment process and
peer/self-assessment strategies to promote students' ownership of their learning.
7. Continue to increase access for Students with Disabilities to CTE pathways and other general education courses via inclusion and strategic counseling.
8. increase English Learners' access to CTE pathways and other general education courses via inclusion and strategic counseling.
9. Continued research and implementation of equitable grading practices and conversations with teachers about grading distribution outcomes.

Safe, Orderly, and Inviting Learning Environment:
1. Continued increase of mental health supports with peer and behavior specialists with a focus on SEL, especially with the addition of the Wellness Center.
2. Systems established or re-established to address level one behaviors through restorative practices.
3. PRIDE Committee and Restorative Interventions and Student Accountability (RISA) Committee will continue to create/evaluate school-wide
systems of support to incentivize appropriate behavior choices to decrease suspension/expulsion rates and increase student attendance rates.
4. Implementation and continued plans to better market Jurupa Valley High School's "story" with a focus on student learning outcomes (PRIDE).
5. Ongoing direction solicited via input from educational partners to create a more inviting learning environment for students.
6. Continue to provide education to students and professional development to all teachers and staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.),
why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS (also in Goal #3).

Parent, Student, and Community Engagement:
1. The PRIDE Committee will continue to host Jaguar PRIDE Awards to include all grade levels in addition to Senior Awards Night to increase student recognition.
2. Continued professional book study sessions, allowing teachers to participate in research and implementation of equitable grading
practices. Upcoming book studies will focus on analyzing student data and effective use to drive action plans.
3. Continued efforts to increase students' sense of belonging: Link Crew, inclusive clubs, field trips, cultural events, etc.
4. Continue the Student Leadership Retreat, which will provide a safe space for students to have a voice in school decision-making when appropriate.
5. Continue PRIDE Committee and RISA (inclusive of classified and certificated staff) and parent input groups to provide opportunities for
the ongoing two-way conversation about all things JVHS.
6. Increased parent engagement via participation in the Community Schools Council, Parents with PRIDE, and ELAC by advertising opportunities at school events and making personal phone calls.
7. Continue to provide education to students and professional development to all teachers and staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.),
why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS (also in Goal #2).

8. Increase parent participation in LCAP surveys by offering time for survey completion before and after ELAC meetings.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

ELA: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all RED
Math: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all ORANGE
English Learner Progress: N/A Performance Level was YELLOW
Suspension Rate: N/A Performance Level was GREEN
Graduation Rate: N/A Performance Level was GREEN
College and Career: N/A Performance Level was MEDIUM

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all RED
Math: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all ORANGE
English Learner Progress: N/A Performance Level was YELLOW, and ELs are a subgroup
Suspension Rate: The performance Level for All Students was GREEN; however, White students performed at ORANGE
Graduation Rate: The performance Level for All Students was GREEN; however, Students with Disabilities performed at ORANGE
College and Career: N/A Performance Level was MEDIUM, and no student group was two or more performance levels below All Student performance

Other Needs

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

Continue to offer and implement SEL and mental health resources, which will continue to be amplified by Wellness Center/Community School services and resources. JVHS admin and staff will continue to create ways to involve and engage parents in their child(ren)'s education (flyers at events to advertise opportunities for family involvement and input). JVHS will continue to set goals to improve student performance outcomes in all academic areas, especially English and math, as indicated in Goal #1 for College and Career Readiness (expected outcomes and actions), with a continued focus on SWD and EL students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.1%	0.11%	0.17%	2	2	3
African American	1.3%	0.86%	0.99%	22	15	17
Asian	0.5%	0.92%	0.93%	8	16	16
Filipino	0.2%	0.23%	0.47%	4	4	8
Hispanic/Latino	89.5%	89.97%	89.69%	1,546	1570	1539
Pacific Islander	0.2%	0.11%	0.12%	3	2	2
White	6.2%	5.67%	5.42%	107	99	93
Multiple/No Response	0.6%	0.74%	0.82%	11	13	14
			Total Enrollment	1,727	1745	1716

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 9	450	459	439
Grade 10	440	442	439
Grade 11	424	443	443
Grade 12	413	401	395
Total Enrollment	1,727	1,745	1,716

Conclusions based on this data:

1. Enrollment at JVHS is beginning to decrease as enrollment across all of JUSD is down approximately 500 students.

2. Based on the declining enrollment indicated in this data, it is likely the downward trend will continue over the next few years.

3. The trend of attrition from ninth to twelfth grades continues to be a concern. JVHS needs to explore more effective systems to motivate/retain eleventh and twelfth grade students to persist in earning a comprehensive high school diploma.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	358	422	410	20.7%	24.2%	23.9%
Fluent English Proficient (FEP)	773	730	683	44.80%	41.8%	39.8%
Reclassified Fluent English Proficient (RFEP)	12	14	9	3%	3%	2%

Conclusions based on this data:

1. The percent of EL students enrolled at JVHS decreased by just .3% from 2021-22 to 2022-23 which validates the need to maintain the current action plan to support EL students across all content areas.

2. Based on the continued decrease In FEP percentages, it is evident that EL students at JVHS continue to struggle to meet expected levels for language proficiency.

3. Based on RFEP data, the number of EL students reclassifying continues to decrease further emphasizing the need to make greater efforts/actions to support EL students through to reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	408	401	404	0	391	394	0	390	394	0.0	97.5	97.5
All Grades	408	401	404	0	391	394	0	390	394	0.0	97.5	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	2562.	2537.	0	16.41	13.45	0	28.21	26.40	0	26.41	22.84		28.97	37.31
All Grades	N/A	N/A	N/A	0	16.41	13.45	0	28.21	26.40	0	26.41	22.84		28.97	37.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	18.72	15.48	NA	57.18	53.05	NA	24.10	31.47
All Grades	0	18.72	15.48	0	57.18	53.05		24.10	31.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	15.94	15.74	NA	50.64	44.42	NA	33.42	39.85
All Grades	0	15.94	15.74	0	50.64	44.42	0	33.42	39.85

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	NA	9.49	11.17	NA	75.64	71.07	NA	14.87	17.77
All Grades	0	9.49	11.17	0	75.64	71.07	0	14.87	17.77

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	NA	16.41	13.96	0	64.87	63.20	0	18.72	22.84
All Grades	0	16.41	13.96	0	64.87	63.20	0	18.72	22.84

Conclusions based on this data:

1. Participation rates (97.5%) are not an issue, however, motivating students to take the test to the best of their ability continues to be an area of focus.

2. Overall Achievement for All Students: Students who met or exceeded the standard decreased from 44.62% (2022) to 39.85% (2023) indicating an overall need for improvement to meet the RWL needs of JVHS students.

Reading (Demonstrating understanding of literary and non-fictional texts): 68.53% (a decline of 7.37% from 2022) of students performed above, at, or near standard indicating that students are demonstrating some proficiency with comprehension skills, but there is still room for increased performance outcomes as reading skills correlate to student learning in all subject areas.

Writing (Producing clear and purposeful writing): 60.16% (a decline of 6.42% since 2022) of students performed above, at, or near standard indicating a need for improvement in students' production of clear and purposeful writing skills as writing skills correlate to student learning in all subject areas.

Listening (Demonstrating effective communication skills): 82.24% (a decline of 2.89% since 2022) of students performed above, at, or near standard indicating that students are demonstrating higher levels of proficiency with effective communication skills.

Research/Inquiry (Investigating, analyzing, and presenting information): 77.16% (a decline of 4.12% since 2022) of students performed above, at, or near standard indicating that students are demonstrating higher levels of proficiency investigating, analyzing, and presenting information.

3. Through professional development on WICOR strategies, QTEL, and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will become increasingly skilled in the implementation of effective strategies to address areas of need indicated by 2022-23 performance data for English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	408	402	404	0	391	393	0	390	393	0.0	97.3	97.3
All Grades	408	402	404	0	391	393	0	390	393	0.0	97.3	97.3

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	2489.	2498.	0	4.36	4.33	0	5.64	10.18	0	20.26	19.08	0	69.74	66.41
All Grades	N/A	N/A	N/A	0	4.36	4.33	0	5.64	10.18	0	20.26	19.08	0	69.74	66.41

Overall Achievement for All Students

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	6.15	6.87	0	27.44	29.26	0	66.41	63.87
All Grades	0	6.15	6.87	0	27.44	29.26	0	66.41	63.87

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	4.62	6.36	0	55.38	52.67	0	40.00	40.97
All Grades	0	4.62	6.36	0	55.38	52.67	0	40.00	40.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	4.10	4.07	0	59.23	62.09	0	36.67	33.84
All Grades	0	4.10	4.07	0	59.23	62.09	0	36.67	33.84

Conclusions based on this data:

1. Participation rates (97.3%) are not an issue, however, motivating students to take the test to the best of their ability continues to be an area of focus.

2. Overall Achievement for All Students: Only 14.51% (an increase of 4.51% since 2022) met or exceeded the standard indicating an overall need for improvement in proficiency for the application of mathematical concepts and procedures, problem solving and data analysis, and mathematical reasoning.

Concepts & Procedures (Applying mathematical concepts and procedures): Only 36.13% (an increase of 2.54% since 2022) of students performed above, at, or near standard indicating that students require additional supports to reach proficiency in applying mathematical concepts and procedures.

Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems): 59.03% (a decline of .97% since 2022) of students performed above, at, or near standard indicating that students are approaching proficiency with their use of tools/strategies to solve real world and mathematical problems.

Communicating Reasoning (Demonstrating ability to support mathematical conclusions): 66.16% (an increase of 2.83% since 2022) of students performed above, at, or near standard indicating that students are demonstrating approaching proficiency on their ability to support mathematical conclusions.

3. Through ongoing professional development of effective instructional strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will be better equipped to address the learning needs of students. Many of the shortfalls in performance may also be addressed through updated instructional focuses as presented in the new math framework and the adoption of Carnegie Learning math textbooks that align with the framework.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1531.9	1526.5	1534.8	1525.0	1513.2	1531.6	1538.3	1539.3	1537.6	101	132	96
10	1535.4	1539.0	1546.5	1530.0	1527.1	1538.0	1540.1	1550.3	1554.5	94	99	121
11	1512.6	1530.1	1550.2	1500.1	1520.4	1541.6	1524.7	1539.3	1558.3	86	87	98
12	1528.9	1527.5	1533.0	1521.9	1519.5	1529.2	1535.5	1535.0	1536.4	54	65	72
All Grades										335	383	387

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.93	2.27	8.33	35.64	37.88	42.71	40.59	36.36	26.04	16.83	23.48	22.92	101	132	96
10	7.45	7.07	18.18	40.43	49.49	35.54	30.85	28.28	31.40	21.28	15.15	14.88	94	99	121
11	4.65	0.00	13.27	17.44	33.33	38.78	39.53	39.08	28.57	38.37	27.59	19.39	86	87	98
12	11.11	6.15	6.94	38.89	20.00	33.33	14.81	44.62	30.56	35.19	29.23	29.17	54	65	72
All Grades	7.16	3.66	12.40	32.84	36.81	37.73	33.43	36.29	29.20	26.57	23.24	20.67	335	383	387

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.81	14.39	18.75	43.56	37.88	42.71	24.75	29.55	21.88	12.87	18.18	16.67	101	132	96
10	20.21	17.17	21.49	42.55	54.55	41.32	21.28	12.12	22.31	15.96	16.16	14.88	94	99	121
11	13.95	13.79	23.47	27.91	51.72	46.94	29.07	12.64	14.29	29.07	21.84	15.31	86	87	98
12	29.63	15.38	15.28	25.93	49.23	45.83	22.22	10.77	19.44	22.22	24.62	19.44	54	65	72
All Grades	19.70	15.14	20.16	36.42	47.26	43.93	24.48	18.02	19.64	19.40	19.58	16.28	335	383	387

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.99	1.52	1.04	20.79	18.18	16.67	44.55	46.21	47.92	33.66	34.09	34.38	101	132	96
10	4.26	4.04	9.09	19.15	25.25	24.79	40.43	42.42	41.32	36.17	28.28	24.79	94	99	121
11	1.16	0.00	3.06	9.30	17.24	21.43	38.37	40.23	50.00	51.16	42.53	25.51	86	87	98
12	5.56	1.54	4.17	14.81	9.23	13.89	37.04	44.62	38.89	42.59	44.62	43.06	54	65	72
All Grades	2.69	1.83	4.65	16.42	18.28	19.90	40.60	43.60	44.70	40.30	36.29	30.75	335	383	387

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.90	3.79	6.25	67.33	73.48	73.96	22.77	22.73	19.79	101	132	96
10	5.32	4.04	9.92	65.96	78.79	74.38	28.72	17.17	15.70	94	99	121
11	1.16	1.15	6.12	45.35	62.07	72.45	53.49	36.78	21.43	86	87	98
12	1.85	4.62	5.56	62.96	64.62	58.33	35.19	30.77	36.11	54	65	72
All Grades	5.07	3.39	7.24	60.60	70.76	70.80	34.33	25.85	21.96	335	383	387

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	59.41	46.97	64.58	26.73	37.88	20.83	13.86	15.15	14.58	101	132	96
10	60.64	52.53	63.64	23.40	31.31	23.97	15.96	16.16	12.40	94	99	121
11	48.84	57.47	58.16	24.42	22.99	27.55	26.74	19.54	14.29	86	87	98
12	50.00	49.23	55.56	31.48	30.77	27.78	18.52	20.00	16.67	54	65	72
All Grades	55.52	51.17	60.98	25.97	31.59	24.81	18.51	17.23	14.21	335	383	387

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.94	6.06	8.33	49.50	47.73	52.08	44.55	46.21	39.58	101	132	96
10	8.51	7.07	13.22	48.94	54.55	52.89	42.55	38.38	33.88	94	99	121
11	2.33	4.60	11.22	40.70	37.93	48.98	56.98	57.47	39.80	86	87	98
12	9.26	4.62	5.63	46.30	38.46	32.39	44.44	56.92	61.97	54	65	71
All Grades	6.27	5.74	10.10	46.57	45.69	47.93	47.16	48.56	41.97	335	383	386

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.52	0.00	79.21	73.48	75.00	20.79	25.00	25.00	101	132	96
10	0.00	1.01	0.83	80.85	81.82	83.47	19.15	17.17	15.70	94	99	121
11	6.98	9.20	8.16	59.30	64.37	74.49	33.72	26.44	17.35	86	87	98
12	11.11	3.08	5.56	61.11	66.15	63.89	27.78	30.77	30.56	54	65	72
All Grades	3.58	3.39	3.36	71.64	72.32	75.45	24.78	24.28	21.19	335	383	387

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. The number of students tested increased just slightly from 2021-22 to 2022-23 which could be reflective of overall declining enrollment at JVHS.

2. Overall Summative Assessment for all students: Increase in mean scale scores from 1530.7 (2021-22) to 1541.1 (2022-23).

   Oral Language Summative Assessment for all students: Increase in mean scale scores from 1520 (2021-22) to 1535.1 (2022-23).

   Written Language Summative Assessment for all students: Increase in mean scale scores from 1540.9 (2021-22) to 1546.7 (2022-23).

   Listening Domain: 7.24% of EL students are well developed in listening indicating an increase (3.85%) from 2021-22 to 2022-23 and 70.8% of EL students are somewhat/moderately developed in listening indicating an increase (.4%) from 2021-22 to 2022-23.

   Speaking Domain: 60.98%% of EL students are well developed in speaking indicating an increase (9.81%) from 2021-22 to 2022-23 and 24.81% of EL students are somewhat/moderately developed in speaking indicating a decrease (-6.78%) from 2021-22 to 2022-23 which is positive because more students performed as well developed.

   Reading Domain: 10.1% of EL students are well developed in reading indicating an increase (4.36%) from 2021-22 to 2022-23 and 47.93% of EL students are somewhat/moderately developed in reading indicating an increase (2.24%) from 2021-22 to 2022-23.

   Writing Domain: 3.36% of EL students are well developed in writing indicating a decrease (-.03%) from 2021-22 to 2022-23 and 75.45% of EL students are somewhat/moderately developed in writing indicating an increase (3.13%) from 2021-22 to 2022-23.

3. ELPAC results indicate that EL students continue to struggle with language acquisition in three domains (RWL) as most performance levels fall under somewhat/moderately developed, but there were increases across all areas. EL students performance levels are the highest for the speaking domain with 60.98% falling under well developed. Support for EL students will continue to be a major area of focus moving forward in the coming school year. JVHS teachers are better equipped (West Ed QTEL) to support EL students' progress in language acquisition through increased inclusion in non-sheltered core academic courses, and they have a dedicated EL counselor. Additionally, EL students and parents will continue to receive education on the importance of the ELPAC and the impact it has on students' rate of reclassification.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1716	**84.3**	**23.9**	**0.5**
Total Number of Students enrolled in Jurupa Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	410	23.9
Foster Youth	8	0.5
Homeless	15	0.9
Socioeconomically Disadvantaged	1447	84.3
Students with Disabilities	232	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	1
American Indian	3	0.2
Asian	16	0.9
Filipino	8	0.5
Hispanic	1539	89.7
Two or More Races	14	0.8
Pacific Islander	2	0.1
White	93	5.4

Conclusions based on this data:

1. The majority of JVHS students (84.3%) are categorized as Socioeconomically Disadvantaged indicating an increase (4.7%) from 2021-22 to 2022-23, some of which are our most vulnerable students (EL and SWD groups). This majority group of students will continue to receive additional supports to help them access curriculum and have a successful learning experience.

2. 23.9% of students at JVHS qualify as English Learners which is a slight decrease (.3%) from 2021-22 to 2022-23. Support for EL students will continue to be a major area of focus moving forward in the coming school year. JVHS teachers will be better equipped (QTEL training) to support EL students' progress in language acquisition through increased inclusion in non-sheltered core academic courses.

   13.5% of students at JVHS qualify as Students with Disabilities which is a decrease (2%) from 2021-22 to 2022-23. Support for SWD will continue to be a major area of focus moving forward in the coming school year. JVHS teachers and Education Specialists will continue to receive professional development to better support the progress of SWD through increased inclusion in core academic courses and adjustments in equitable grading practices.

3. 89.7% of JVHS students are Hispanic indicating an ongoing need to provide learning experiences that identify with and celebrate their culture.

School and Student Performance Data
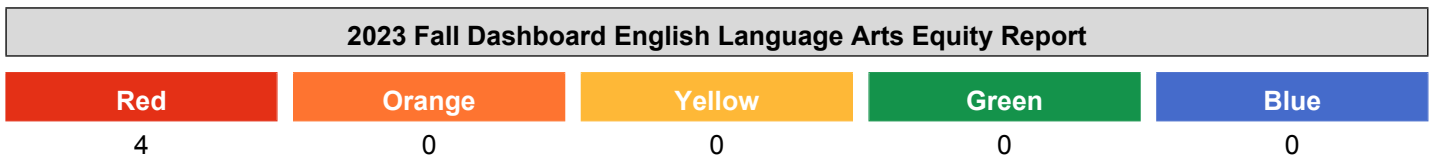
Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Yellow		
College/Career Medium		

Conclusions based on this data:

1. The graduation rate for JVHS continues to be high and exceeds the rates at county and state levels.

2. The suspension rate of JVHS students has decreased from 2021-22 to 2022-23, but continues to be an area of concern with SWD being suspended at a higher rate. Restorative practices, active parent partnerships, and counseling via PICO peer specialists are having a positive impact on students' behavior contributing to the decrease of suspensions and expulsions.

3. Academic progress of JVHS students continues to be an area of concern (in reference to CAASPP performance levels), especially in mathematics. Through ongoing professional development of effective instructional strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will be better equipped to address the learning needs of students.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
42 points below standard	134.8 points below standard	
Decreased Significantly -23.4 points	Decreased Significantly -32.6 points	1 Student
371 Students	100 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
	53.4 points below standard	134.5 points below standard
3 Students	Decreased Significantly -29 points	Decreased Significantly -34.6 points
	313 Students	44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 46.7 points below standard Decreased Significantly -25.4 points 338 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	18.8 points above standard Maintained -2.9 points 17 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
152.7 points below standard	74.7 points below standard	31.4 points below standard
Decreased Significantly -19.7 points	Decreased Significantly -69.2 points	Decreased Significantly -24.8 points
77 Students	23 Students	130 Students

Conclusions based on this data:

1. 2023 Dashboard English Language Arts Performance remains low for all students (42 points below standard) indicating an ongoing need to provide supports to JVHS students in English Language Arts.

2. 2023 Dashboard English Language Arts Performance remains very low for vulnerable student groups with EL students performing at 134.8 points below standard and SWD performing at 134.5 points below standard. This indicates an ongoing need to place increased focus on the learning needs and supports for these two groups.

   Support for EL students will continue to be a major area of focus moving forward in the coming school year. JVHS teachers are better equipped (QTEL training) to support EL students' academic progress through increased inclusion in non-sheltered core academic courses.

   Support for SWD will continue to be a major area of focus moving forward in the coming school year. JVHS teachers and Education Specialists will continue to receive professional development to better support the progress of SWD through increased inclusion in core academic courses and adjustments in equitable grading practices.

3. Through professional development on WICOR strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will become increasingly skilled in the implementation of effective strategies to address areas of need indicated by 2022-23 performance data for English Language Arts.

School and Student Performance Data
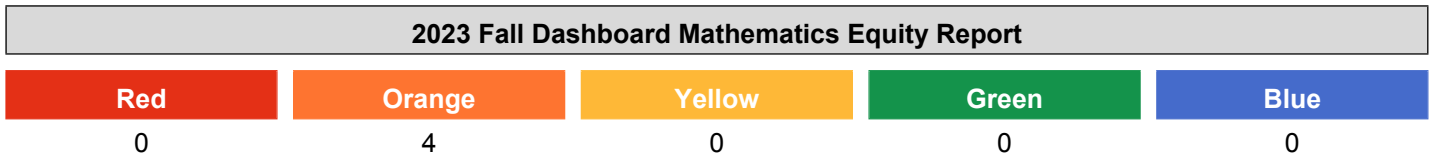
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
125.6 points below standard	194.3 points below standard	
Increased +10.3 points	Increased Significantly +15.7 points	1 Student
370 Students	100 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
	136.5 points below standard	206.5 points below standard
3 Students	Increased +5.7 points	Increased +9.2 points
	312 Students	44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	No Performance Color
6 Students	0 Students	3 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	51.2 points below standard
131.3 points below standard	2 Students	1 Student	Increased Significantly +34.1 points
Increased +8.8 points			17 Students
337 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
209.9 points below standard	141.8 points below standard	115.2 points below standard
Increased Significantly +20.7 points	Increased +4.4 points	Increased Significantly +19.4 points
77 Students	23 Students	129 Students

Conclusions based on this data:

1. 2023 Fall Dashboard Mathematics Performance remains very low for all students (125.6 points below standard) indicating an ongoing need to provide supports to JVHS students in Mathematics.

2. 2023 Fall Dashboard Mathematics Performance remains very low for vulnerable student groups with EL students performing at 194.3 points below standard and SWD performing at 206.5 points below standard. This indicates an ongoing need to place increased focus on the learning needs and supports for these two groups.

Support for EL students will continue to be a major area of focus moving forward in the coming school year. JVHS teachers are better equipped (QTEL training) to support EL students' academic progress through increased inclusion in non-sheltered ELA courses.

Support for SWD will continue to be a major area of focus moving forward in the coming school year. JVHS teachers and Education Specialists will continue to receive professional development to better support the progress of SWD through increased inclusion in math courses and adjustments in equitable grading practices.

3. Through ongoing professional development of effective instructional strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will be better equipped to address the learning needs of students. Many of the shortfalls in performance may also be addressed through updated instructional focuses as

presented in the new math framework and the adoption of Carnegie Learning math textbooks that align with the framework.

School and Student Performance Data

Academic Performance
### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Yellow
40.2% making progress towards English language proficiency
Number of EL Students: 363 Students
Performance Level: 2
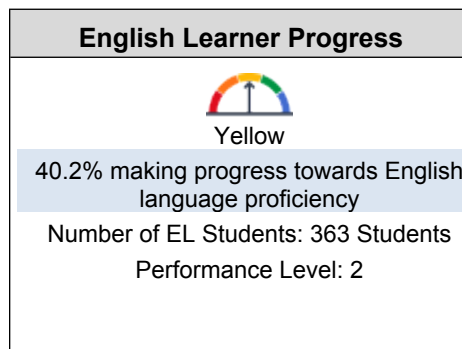
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
83	133	5	140

Conclusions based on this data:

1. English Learner Progress has increased 8.3%.

2. ELPI results indicate that EL students are progressing (38.5% increased at least one ELPI level) and some are regressing (22.8% decreased at least one ELPI level) with 38% maintaining current levels.

3. Support for EL students will continue to be a major area of focus moving forward in the coming school year. JVHS teachers are better equipped (QTEL training) to support EL students' progress in language acquisition through increased inclusion in non-sheltered core academic courses.
Additionally, EL students and parents will continue to receive education on the importance of the ELPAC and the impact it has on students' rate of reclassification.
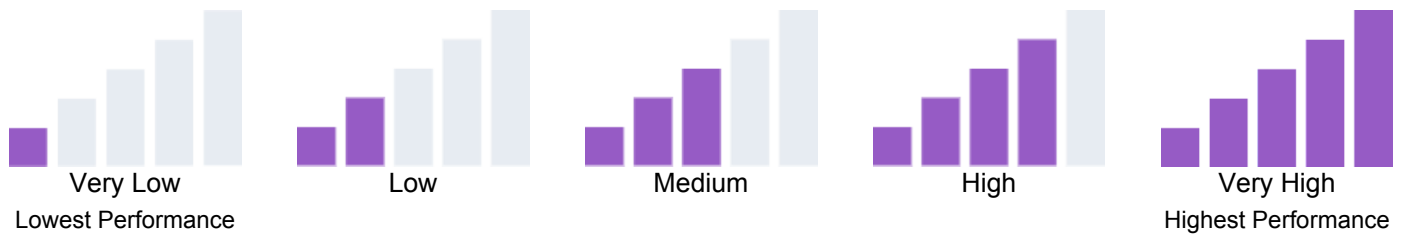
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
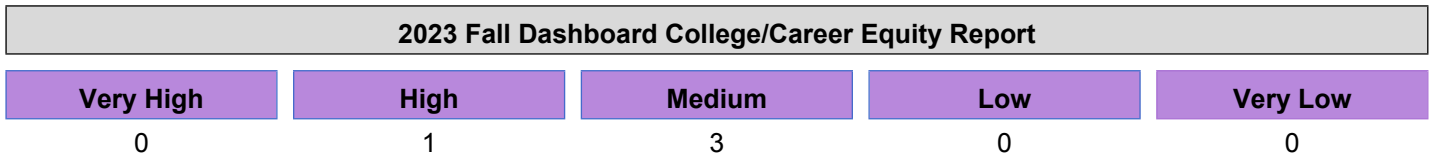
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
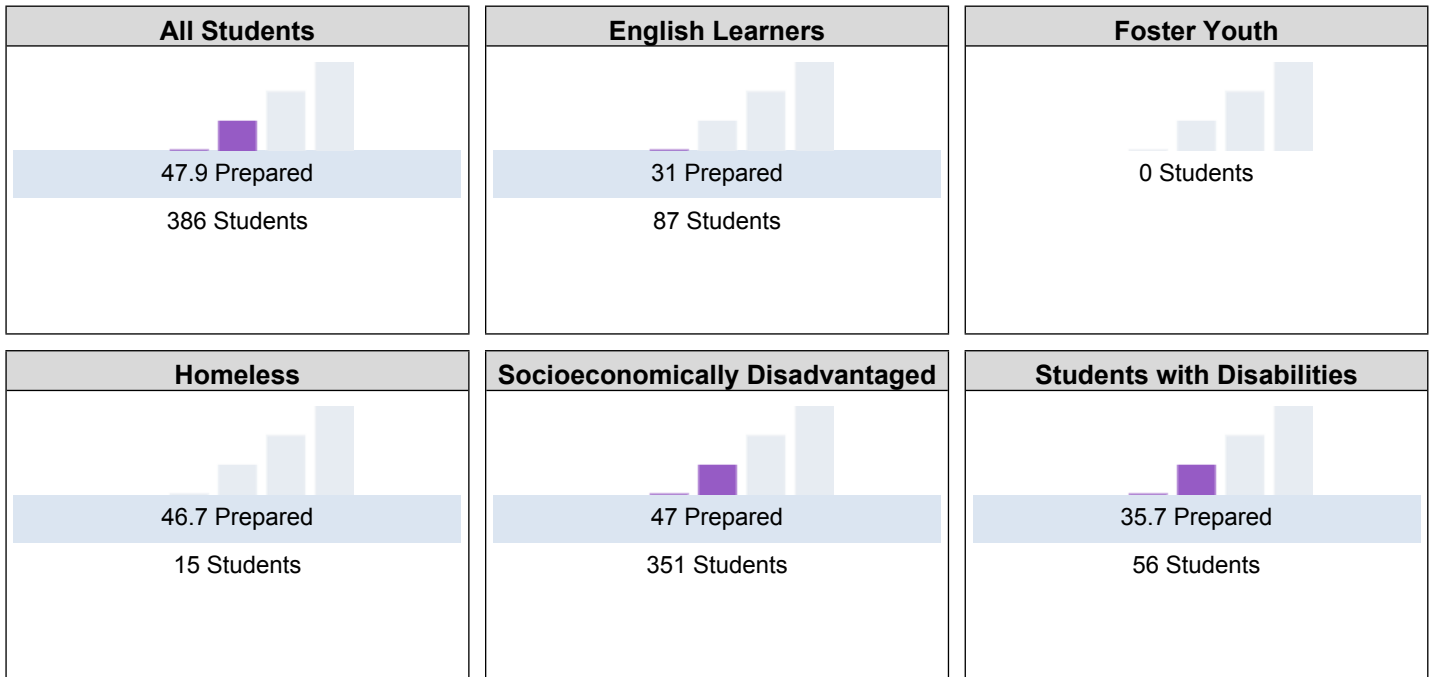
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

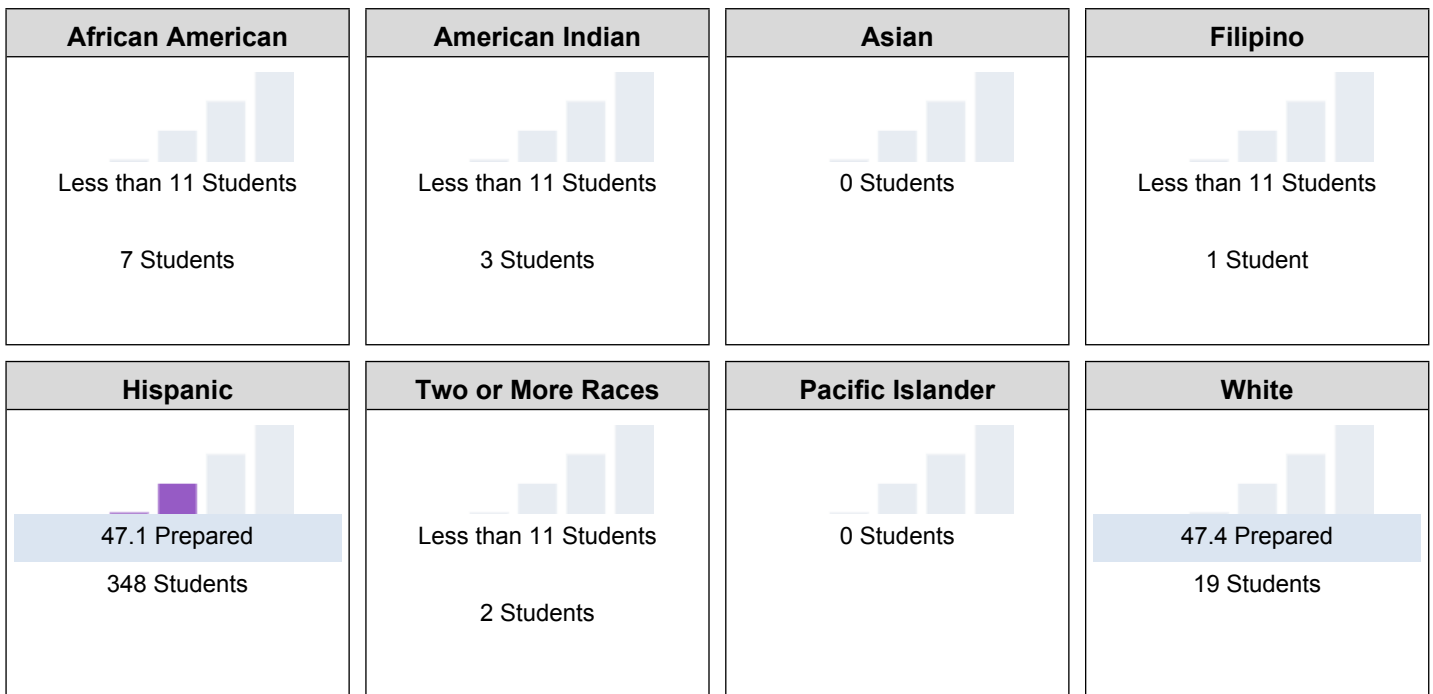| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
47.9 Prepared	31 Prepared	0 Students
386 Students	87 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
46.7 Prepared	47 Prepared	35.7 Prepared
15 Students	351 Students	56 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	0 Students	Less than 11 Students
7 Students	3 Students		1 Student

Hispanic	Two or More Races	Pacific Islander	White
47.1 Prepared	Less than 11 Students	0 Students	47.4 Prepared
348 Students	2 Students		19 Students

Conclusions based on this data:

1. College and Career preparedness continues to rebound (post COVID), therefore as we continue to implement best instructional practices and provide ample support regarding college and career awareness and opportunities, the percentage of students leaving JVHS prepared should increase to 60% over the next two years.

2. Although 47.9% of JVHS students graduate prepared for college an career, students with disabilities (35.7%)and English Learners (31%) percentage of preparedness is far below All Students validating the ongoing need to place specific focus and support on these two student groups.

3. Other students groups, Hispanic and Socioeconomically Disadvantaged are consistent with the percentage of All Students.

School and Student Performance Data
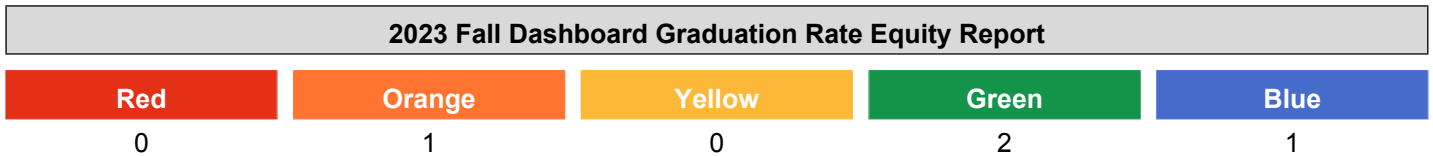
Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
94.8% graduated	88.6% graduated	0 Students
Maintained 0.1	Increased 1.4	
388 Students	88 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
93.3% graduated	Blue	Orange
Increased 3.7	95.2% graduated	86% graduated
15 Students	Maintained 0.4	Decreased -4.7
	353 Students	57 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 94.9% graduated Maintained -0.1 350 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	89.5% graduated Decreased Significantly -6.5 19 Students

Conclusions based on this data:

1. Graduation rate (94.8%) continues to be strong for the overall student population.

2. English Learners (88.6%), Homeless students (93.3%), and SWD (86%) are graduating at a lower rate in comparison to the overall student population, however, Homeless students and ELs show an increase from 2022.

Hispanic (94.9%) have the highest graduation rate and White students graduation rate decreased by 6.5% from 2022.

3. JVHS will need to continue to implement appropriate interventions and provide opportunities for remediation that are accessible to vulnerable student groups.

School and Student Performance Data

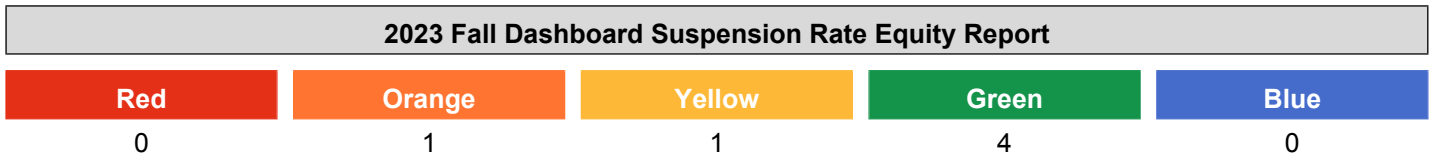## Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	4	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	14.3% suspended at least one day
3.3% suspended at least one day	3.1% suspended at least one day	Increased 8.4
Declined -1.9	Declined Significantly -5	14 Students
1824 Students	451 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
19% suspended at least one day	Green	Yellow
Declined -4.5	3.4% suspended at least one day	7.8% suspended at least one day
21 Students	Declined Significantly -2.3	Declined Significantly -3.8
	1535 Students	257 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
4.3% suspended at least one day	Less than 11 Students 3 Students	0% suspended at least one day	Less than 11 Students 10 Students
Declined -9.9 23 Students		Maintained 0 21 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	Less than 11 Students 4 Students	Orange
3.2% suspended at least one day	2.6% suspended at least one day		6.5% suspended at least one day
Declined Significantly -2.2 1632 Students	Declined -2.5 38 Students		Increased 4.5 93 Students

Conclusions based on this data:

1. The suspension rate (3.3%) of JVHS students in 2022-23 has decreased by 2% from 2021-22, however, there is an ongoing concern about the elevated rates of vulnerable student groups.

2. Based on the data, suspensions for Homeless students and Foster Youth are much higher in comparison to other subgroups.

3. JVHS teachers and administration need to continue to explore and implement alternate means of correction (counseling, SEL lessons, etc.) to address student behaviors, especially for students in vulnerable groups including consistent use of the Wellness Center.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **All students will be college and career ready.**
> The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will be college and career-ready.

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

The College and Career Readiness goal will remain, with the focus on expanding dual enrollment and CTE course enrollment for EL students and SWD. Implementing equitable grading practices, grading calibration, and ongoing conversations to address high D/F rates will continue, as well as a school-wide approach to QTEL and WICOR strategies to support self-regulation and student ownership of learning. The Link Crew program will continue to support incoming ninth-grade students, and both PRIDE and RISA Committees will continue to evaluate established support systems for JVHS students. These efforts will be indicated in all three LCAP goals but will primarily concentrate on college and career.

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category:
ELA: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all RED
Math: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all ORANGE
English Learner Progress: N/A Performance Level was YELLOW
Suspension Rate: N/A Performance Level was GREEN
Graduation Rate: N/A Performance Level was GREEN
College and Career: N/A Performance Level was MEDIUM

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance:
ELA: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all RED
Math: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all ORANGE
English Learner Progress: N/A Performance Level was YELLOW, and ELs are a subgroup
Suspension Rate: The performance Level for All Students was GREEN; however, White students performed at ORANGE
Graduation Rate: The performance Level for All Students was GREEN; however, Students with Disabilities performed at ORANGE
College and Career: N/A Performance Level was MEDIUM, and no student group was two or more performance levels below All Student performance

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes:
JVHS will continue offering and implementing SEL and mental health resources, amplified by Wellness Center/Community School services and resources. JVHS admin and staff will continue to create ways to involve and engage parents in their child(ren)'s education (flyers at events to advertise opportunities for family involvement and input). JVHS will continue to set goals to improve student performance outcomes in all academic areas, especially English and math, as indicated in Goal #1 for College and Career Readiness (expected outcomes and actions), with a continued focus on SWD and EL students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	CAASPP ELA 2023: Overall distance from standard: -42 points below standard (declined 23.4 points from 2022) Students with Disabilities: -134.5 points below standard (declined 34.6 points from 2022) English Learners: -206.5 points below standard (declined 32.6 points from 2022) Hispanic: -46.7 points below standard (declined 25.4 points from 2022) Socioeconomically Disadvantaged: -53.4 points below standard (declined 29 points from 2022)	CAASPP ELA 2023-24: Overall distance from standard: Improve performance from -42 points below standard to 0 points below standard. Students with Disabilities distance from standard: Improve performance from -134.5 points below standard to -50 points below standard. English Learners distance from standard: Improve performance from -206.5 points below standard to -60 points below standard. Hispanic distance from standard: Improve performance from -46.7 points below standard to 0 points below standard. Socioeconomically Disadvantaged distance from standard: Improve performance from -53.4 points below standard to 0 points below standard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	CAASPP Math 2023: Overall distance from standard: -125.6 points below standard (increased 10.3 points from 2022) Students with Disabilities: -206.5 points below standard (increased 9.2 points from 2022) English Learners: -194.3 points below standard (increased 15.7 points from 2022) Hispanic: -131.3 points below standard (declined 8.8 points from 2022) Socioeconomically Disadvantaged: -136.5 points below standard (increased 5.7 points from 2022)	CAASPP MATH 2023-24: Overall distance from standard: Improve performance from -125.6 points below standard to 50 points below standard. Students with Disabilities distance from standard: Improve performance from -206.5 points below standard to -100 points below standard. English Learners distance from standard: Improve performance from -194.3 points below standard to -80 points below standard. Hispanic distance from standard: Improve performance from -131.3 points below standard to -60 points below standard. Socioeconomically Disadvantaged distance from standard: Improve performance from -136.5 points below standard to -70 points below standard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 40.2% Status Level: Low (yellow)	Expected Percentage of English Learners making progress: 45% Expected Status Level: Medium (orange)

P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners reclassified: Increased from 2% in 2023 to 14.56% in 2023-24.	The goal rate for English Learner Reclassification for 2024-25 is set as follows: Increase from 14.56% in 2023-24 to 20% in 2024-25.
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of pupils who participated in, and demonstrated college preparedness pursuant to the Early Assessment Program (EAP) in ELA 2023: 39.85% (goal not met by -13.15%) of JVHS students met or exceeded standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA. 13.45% (goal not met by -9.55%) of JVHS students scored at the highest performance level "Standard Exceeded" (Level 4) on the EAP in ELA and may enroll in GE English college level courses upon entering the CSU. 26.4% (goal not met by -3.6%) of JVHS students scored at the "Standard Met" (Level 3) performance level on the EAP in ELA and must complete an approved year-long English course in the twelfth grade with a grade of "C-" or better before they may enroll in GE English college-level courses upon entering the CSU. Students with Disabilities: 4.65% Exceeded the Standard, 11.63% Met the Standard English Learners: 0% Exceeded the Standard, 11.63% Met the Standard Hispanic: 13.13% Exceeded the Standard, 25.42% Met the Standard Socioeconomically Disadvantaged: 11.25% Exceeded the Standard, 25.23% Met the Standard White: 29.41% Exceeded the Standard, 29.41% Met the Standard	Expected outcome for the percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA 2024: Increase percentage of JVHS students who meet or exceed standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in math from 39.85% in 2023 to 45% in 2024. Increase percentage of JVHS students who score at the highest performance level "Standard Exceeded" (Level 4) on the EAP in ELA and may enroll in GE math college level courses upon entering the CSU from 13.45% in 2023 to 18% in 2024. Increase percentage of JVHS students who score at the "Standard Met" (Level 3) performance level on the EAP in math and must complete an approved year-long English course in the twelfth grade with a grade of "C-" or better before they may enroll in GE English college-level courses upon entering the CSU from 26.4% in 2023 to 30% in 2024. Each Student Group will increase by 5% in 2024: Students with Disabilities: 4.65% Exceeded the Standard, 11.63% Met the Standard English Learners: 0% Exceeded the Standard, 11.63% Met the Standard Hispanic: 13.13% Exceeded the Standard, 25.42% Met the Standard Socioeconomically Disadvantaged: 11.25% Exceeded the Standard, 25.23% Met the Standard White: 29.41% Exceeded the Standard, 29.41% Met the Standard

P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in math	Percentage of pupils who participated in, and demonstrated college preparedness pursuant to the Early Assessment Program (EAP) in math:	Expected outcome for the percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in math 2024:
	14.51% (goal not met by -5.49%) of JVHS students met or exceeded standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in math.	Increase percentage of JVHS students who meet or exceed standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in math from 14.51% in 2023 to 20% in 2024.
	4.33% (goal not met by -5.67%) of JVHS students scored at the highest performance level "Standard Exceeded" (Level 4) on the EAP in math and may enroll in GE math college level courses upon entering the CSU.	Increase percentage of JVHS students who score at the highest performance level "Standard Exceeded" (Level 4) on the EAP in math and may enroll in GE math college level courses upon entering the CSU from 4.33% in 2023 to 10% in 2024.
	10.18% (goal met by .18%) of JVHS students scored at the "Standard Met" (Level 3) performance level on the EAP in ELA and must complete an approved year-long math course in the twelfth grade with a grade of "C-" or better before they may enroll in GE math college-level courses upon entering the CSU.	Increase percentage of JVHS students who score at the "Standard Met" (Level 3) performance level on the EAP in math and must complete an approved year-long math course in the twelfth grade with a grade of "C-" or better before they may enroll in GE math college-level courses upon entering the CSU from 10.18% in 2023 to 15% in 2024.
	Students with Disabilities: % Exceeded the Standard, 0% Met the Standard	Each Student Group will increase by 5% in 2024:
	English Learners: 0% Exceeded the Standard, 0% Met the Standard	Students with Disabilities: % Exceeded the Standard, 0% Met the Standard
	Hispanic: 3.08% Exceeded the Standard, 9.24% Met the Standard	English Learners: 0% Exceeded the Standard, 0% Met the Standard
	Socioeconomically Disadvantaged: 11.25% Exceeded the Standard, 25.23% Met the Standard	Hispanic: 3.08% Exceeded the Standard, 9.24% Met the Standard
	White: 17.65% Exceeded the Standard, 23.53% Met the Standard	Socioeconomically Disadvantaged: 11.25% Exceeded the Standard, 25.23% Met the Standard
		White: 17.65% Exceeded the Standard, 23.53% Met the Standard
P4: Completion Rate of CTE Course Pathways (CASDB)	With continued focus on CTE Pathway completion rates and prioritizing student enrollment/persistence in CTE coursework, the results are as follows for 2023:	With continued focus on CTE Pathway completion rates and prioritizing student persistence in CTE coursework, the expected outcome is to increase completion rates from 29.4% in 2023 to 34% in 2024.
	Students with Disabilities: 30%	Each Student Group will increase by 5%:
	English Learners: 25.9%	

	Hispanic: 28.7%	Students with Disabilities: 30%
	Socioeconomically Disadvantaged: 28.5%	English Learners: 25.9%
		Hispanic: 28.7%
	White: 33.3%	Socioeconomically Disadvantaged: 28.5%
	Homeless: 42.9%	White: 33.3%
		Homeless: 42.9%
P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)	JVHS met/exceeded the goal to increase the percentage of students who complete both a-g requirements and at least one CTE Pathway: All Students: 16.5% (5.8% increase from 2022) Students with Disabilities: 14% (11.3% increase from 2022) English Learners: 8% (4.5% increase from 2022) Hispanic: 16.9% (6.8% increase from 2022) Socioeconomically Disadvantaged: 16.7% (6.5% increase from 2022) White: 10.5% (9.5% decrease from 2022) Homeless: 13.3% (3% increase from 2022)	JVHS will increase the percentage of students who complete both a-g requirements and at least one CTE Pathway as follows: All Student groups will increase by 3% in 2024: All Students: 16.5% (5.8% increase from 2022) Students with Disabilities: 14% (11.3% increase from 2022) English Learners: 8% (4.5% increase from 2022) Hispanic: 16.9% (6.8% increase from 2022) Socioeconomically Disadvantaged: 16.7% (6.5% increase from 2022) White: 10.5% (9.5% decrease from 2022) Homeless: 13.3% (3% increase from 2022)
P5: Graduation Rate	Graduation Rate for 2023: Overall Graduation Rate: Maintained from 94.8% to 94.8% Students with Disabilities: Decreased from 90.7% (2022) to 86% English Learners: Increased from 87.2% (2022) to 88.6% Hispanic: Decreased from 95% (2022) to 94.9% Socioeconomically Disadvantaged: Increased from 94.7% (2022) to 95.2% Homeless: Increased from 89.7% (2022) to 93.3%	Expected Graduation Rate from 2023 to 2024: Overall Graduation Rate: Increase from 94.8% to 96.8% Students with Disabilities: Increase from 86% to 91% English Learners: Increase from 88.6% to 90.6% Hispanic: Increase from 94.9% to 96% Socioeconomically Disadvantaged: Increase from 95.2% to 96.8% Homeless: Increase from 93.3% to 95.3%

	White: Decreased from 96% (2022) to 89.5%	White: Increase from 89.5% to 93.5%
P4: Percentage of students who met CCI "Prepared" criteria via a score of 3 or higher on two Advanced Placement (AP) exams	This goal was partially met. Students enrolled in AP courses decreased to 13.1% missing the goal (15%) by 1.9%. The percentage of students scoring 3+ on all exams decreased from 30% to 27% missing the target goal (34%) by 7%. AP pass rates increased in six subject areas, decreased in five subject areas: AM GOV = 5.6%, did not meet goal of 20%, and decreased by 11.5% APES = 8.7%, did not meet goal of 10%, but increased by 5.4% APUSH = 32.5%, exceeded goal of 20% increasing the pass rate by 19.3% BIO = 16.7%, exceeded goal of 15% increasing the pass rate by 3.8% ENG LANG = 23.1%, did not meet goal of 30%, and decreased by 4% ENG LIT = 30.2%, did not meet goal of 54%, and decreased by 23.4% EURO = 10%, did not meet goal of 30%, and decreased by 17.9% PHYSICS = 21.4%, exceeded goal of 12% increasing the pass rate by 11.4% SPAN LANG = 86.7%, did not meet goal of 87%, but increased by 1% SPAN LIT = 85.7%, exceeded new baseline increasing the pass rate by 10.7% STATISTICS = 20%, did not meet goal, and decreased by 8.6% All Students: 12.4% Students with Disabilities: 10% English Learners: 0% Hispanic: 12.2% Socioeconomically Disadvantaged: 12.1% White: 11.1% Homeless: 14.3%	Increase student enrollment in AP courses from 13.1% to 15%. Increase the percentage of students scoring 3+ on all exams from 27% in 2023 to 30% in 2024. AP pass rates will increase as follows from 2023 to 2024: AM GOV = 5.6% to 10% APES = 8.7% to 10% APUSH = 32.5% to 34% BIO = 16.7% to 18% ENG LANG = 23.1% to 25% ENG LIT = 30.2% to 32% EURO = 10% to 12% PHYSICS = 21.4% to 23% SPAN LANG = 86.7% to 88% SPAN LIT = 85.7% to 87% STATISTICS = No longer offer this course All Student groups will increase by 3% in 2024: All Students: 12.4% Students with Disabilities: 10% English Learners: 0% Hispanic: 12.2% Socioeconomically Disadvantaged: 12.1% White: 11.1% Homeless: 14.3%
P8: Other Student Outcomes - 1st Semester Grades	D/F rates for 2023-24 school year (Semester 1 Final): English: increase from 13.54% to 17.65% Math: increase from 20.45% to 22.85% Social Sci: increase from 23.88% to 24.46%	Expected outcomes for D/F rates for 2024-25 school year (Semester 1 Final): English: decrease from 17.65% to 15% Math: decrease from 22.85% to 20% Social Sci: decrease from 24.46% to 22%

	Science (Physical): increase from 20.96% to 23.96% Science (Life): increase from 25.73% to 27.87%	Science (Physical): decrease from 23.96% to 21% Science (Life): decrease from 27.87% to 25%	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic support via acceleration, prevention, remediation, and intervention: Academic support via acceleration, prevention, remediation, and intervention (focus on sub-groups): a. Link Crew Program will continue to serve as a proactive measure to guide ninth grade students to successful academic and social choices as they transition to high school (funded in Goal #3). b. Continue to develop, enhance, and revise CTE pathways and meet CTEIG accountability, including professional development for teachers and instructional supplies/materials (CTE/CTEIG funded). c. Support English Learners and Students with Disabilities - Vocab.com, Lightbox, Edpuzzle, and additional software/online supplementary programs to support students' language acquisition and academic progress as a schoolwide strategic focus. d. Create and maintain a master schedule of courses to include JOLT options offering remediated coursework and interventions as funded by the site allocation (District-funded) for students demonstrating the need. Facilitate enrollment for ELO coursework before school (Funded by Community Schools) and during Saturday School when appropriate (District Funded). e. Continue to support teacher collaboration time (cross-curricular and common planning teams) to share best practices, including WICOR and QTEL strategies, present (model) lessons, observe peers, analyze assessment data, and calibrate grading practices to increase access to curriculum/rigor for SWDs and ELD students. f. Continue the Communication Enhancement Program (CEP) at JVHS as designed to provide voice, fluency, and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more	All Students	18,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Gap Materials and Supplies and other Supplementary Materials (g.) 10,230.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Marketing/Communication printing/postage. 14,900.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Subs for teacher collaboration time (e.) 15,069.00 Title I Basic -- 3010 4000-4999: Books And Supplies Gap Materials and Supplies and other Supplementary Materials online (g.) 625,477.00 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries 12,153.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Computer Aided/Online Supplementary Curriculum/materials (c.) 241,388 LCFF District -- 500 0707

	intensive interventions arises. Students may receive differentiated instruction based upon a tiered pyramid of interventions (district funded). g. Department and program supplies/materials to support student learning. h. Additional administrative and staff support to support curriculum and instruction via academic student support.		1000-1999: Certificated Personnel Salaries Assistant Principal Salary (h.) 107,815 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Assistant Principal Secretary Salary (h.)
1.2	a-g Support a-g Support: To enhance college and career exploration and increase the percentage of students completing a-g requirements we will: a. Improve student completion of a-g requirements through data analysis and resources, and access to college and career readiness materials and information by continuing to support the Career Center Clerk salary. b. College/Career Counselor will continue to prepare for and present at parent information nights to increase their knowledge of what it means for students to be college and career ready. Topics will include a-g requirements, FAFSA (financial aid), scholarship opportunities, CTE careers and pathways, and workshops to assist with the college application process. Counselor will partner with academic counselors and guidance coordinators to make classroom presentations and host informational parent nights. c. Improve student completion of a-g requirements through data analysis, and access to college and career readiness information by establishing a strong partnership among caseload counselors and the College Career Center (District-funded). d. Continue a-g awareness by increasing access to Career and College Counselor and Clerk, hosting activities to promote college, career, and/or community awareness/participation. e. Continue strategic intervention/tutor/preventative support at-risk/struggling students with a focus on sub-groups, specifically ELs and SWDs. Tutoring support for all students through promotion of ELO (Community Schools funding), and Saturday School tutoring. f. Identify (teacher/counselor recommendations, assessment scores, etc.) GATE/AP/Honors students and increase their participation in AP coursework and DE (District-funded). g. Increase teacher-parent communication when students demonstrate difficulty with mastery of content/skills through Parent Square and personal email/phone/conference contact (District-funded).	All Students	76,464 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Career Center Clerk Salary to increase support hours of Career Center Counselor (a.) 1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Support a-g events held in the evening (d.) 352,967 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Career Center Counselor/Counselors Salaries (b.) 13,000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Marketing/Communication printing/postage.

	h. Continue to increase teachers' awareness of student performance for sub-groups (data analysis) by providing release time for instructional teams to collaborate, engage in common planning, establish success criteria and rubrics, and calibrate grading to support EL students (District-funded). i. Provide students college course experiences targeted towards a career path and aligned with CTE pathways in an effort to increase the number of students meeting requirements for CCI (District-funded).			
1.3	AVID Support AVID Support: Increase AVID support for teachers and students across all content areas, strategies include after school tutoring, Saturday School, and extra college tutor hours to move students towards AP and Dual Enrollment course access. Support AVID students in gaining access to college experiences, such as field trips, guest speakers, and resources. a. Provide supplemental funding to support 7:1 AVID tutors. b. Continue support of AVID teacher professional development with funding to attend required conferences as needed. c. Provide AVID teacher release days to allow for college visits, collaboration, and site support via workshops, observations, and late start trainings, specifically with focused note taking and WICOR strategies. d. Improve student completion of a-g requirements through data analysis, and access to college and career readiness information by establishing a strong partnership among the Guidance Team and AVID Team (District-funded). e. Continue to offer summer acceleration in PE to allow AVID students the option to enroll in electives in addition to the required AVID elective (Community School funded). f. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas. g. AVID Membership consultant and AVID Certification (District Funded). h. Supplement cost of transportation for AVID field trips as needed.	All Students	10,000.00 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries AVID Tutors (a.) 2,000.00 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries AVID PD sub costs (b.) 16,465.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries AVID tutors (a.) 16,215.00 LCFF AVID – 0765 5700-5799: Transfers Of Direct Costs Transportation for AVID field trips (h.) 4,000.00 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries Substitutes for AVID or other curriculum related field trips (c.) 5,847.00 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries AVID tutors (a.) 10,000.00 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures AVID tutors FWS (a.)	

	i. Continue to provide AVID students with an AVID trained and dedicated counselor to support consistency with the program as well as with messaging.			
1.4	ELD Support ELD Support: Support ELs in content instruction. Also, provide release time for EL Facilitator to conduct roundtable meetings to promote integrated ELD strategies and plan trainings as needed via Language Services, and plan administration for ELPAC testing. In addition, provide collaboration time for teachers to design culturally relevant lessons that are inclusive of English Learners. a. Provide one three-hour Bilingual Tutor to serve EL students in the classroom. b. Renew contract(s) for English Language Development materials/software, provide materials and computer applications as needed to support EL students. c. Instructional Rounds facilitated by EL experts from Language Services. d. Support cost of ELAC meetings after school hours or other supports for EL parents. e. Support a schoolwide strategic focus for EL collaboration including special educators and general education teachers. f. Organize and conduct ELAC meetings, obtain speakers, provide translation and interpretation. Present SPSA findings with ELAC to solicit feedback/input (annually). g. Addition of Norco Dual Enrollment ELD Course to increase college and career readiness for EL students (District-funded). h. Continue to provide EL students with a EL dedicated counselors (ELD 1/2 and ELD 3) to increase access to a-g coursework, Dual Enrollment, and CTE pathways. i. Provide learning experiences outside the classroom for EL students to increase language acquisition in a practical "real world" setting (Conversational English sessions, etc.) (District-funded). j. Provide training and/or teacher peer coaching to offer real-time classroom instruction support focusing on the needs of our LTEL/EL and integrated EL (continued implementation of QTEL training). (District funded)	EL Students	2,817 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 3 hr. Bilingual Language Tutor Salary (a.) 27,000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries 3 hr. Bilingual Language Tutor Salary (a.) 1,852.00 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Subs for teacher collaboration to support EL student academic progress. (e.) 5000.00 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures Supplemental materials / software to support EL (b.) 300.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Extra comp for EL meetings in evening (f.) 1000.00 Title III LEP -- 4203 4000-4999: Books And Supplies Instructional materials 1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies ELAC and parent meeting supplies (d.)	

1.5	AP courses Increase the number of students enrolled in AP course offerings. a. Continue professional learning for AP teachers such as AP by the Sea training in the summer and opportunities for AP teachers to collaborate with their peers at fellow JUSD high school sites. b. Continue to promote the AP exam at no cost (District-funded) to increase the percentage of students taking/passing exams in all subject areas. c. Continue funding for AP teachers to offer practice exams/study sessions during Saturday School and after school hours (ELO funded).	All Students	2,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures AP conference teacher travel requests (a.) 2,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Transportation for prep courses 1,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries AP test prep tutoring in addition to ELO (c.)
1.6	CTE Pathways Support Create new pathways and refine older pathways to meet new CTEIG requirements (Funded using CTE & CTEIG funding sources). a. Continue (funding) support for overnight trips (lodging), fair/livestock projects. b. Continue funding for CTE support materials. c. Re-establish professional development opportunities available to CTE teachers as in years prior to the pandemic. The CTE department will also be able to attend the annual state conference in winter 2023. d. Increase student certifications/articulation via CTE pathways for both construction and transportation pathways. e. Continue to provide necessary equipment and care of agriscience animals and plants. f. Continue to establish partnership travel costs or other associated costs to build partnerships and internships with local businesses. g. Strengthen CTE pathways for stronger alignment to the workforce and postgraduate training programs. The CTE department will continue to reach out to local industry partners, specifically digital communications. h. Materials to strengthen CTE pathways for alignment to workforce. i. Professional development as needed/required to support relevance and rigor of CTE pathways.	All Students	

1.7	Professional Learning Focus Integrated English Language Development (ELD) & implementation of stronger MTSS: Staff (teachers, Case Carriers, Guidance Coordinators, administrators, and support staff) design and implement a multi-tiered framework of systematic supports (MTSS). Funding will support training, staff development, and release time to support stakeholders with building common knowledge. a. Continue to provide training and/or teacher peer coaching to offer real-time classroom instructional support focusing on the needs of our LTEL/EL and integrated EL students (ex. QTEL and WICOR). b. Strengthen Collaboration Teams to include evidence walks and add more culturally relevant lessons and materials. c. Continue regular observation time in classrooms with same-day feedback to teachers by admin with a specific focus on EL and SWD. d. Substitute Teachers to allow the teacher to attend PD/Competitions. e. Professional learning on equitable teaching/grading practices that encourage students to focus on mastery of learning versus grades.	All Students	13,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub Costs for Team and Staff Collaboration (a., b., c., d., and e.)
1.8	Digital Gateway (DG) support & implementation Digital Gateway (DG) support & implementation: a. Provide ongoing support of students, teachers, staff, and parents for successful implementation of DG via in-class lessons using Common Sense Media (District- funded).	All Students	
1.9	Textbooks & Enrichment materials Textbooks & Enrichment materials a. Ensure each student has a textbook for courses (District-funded). b. Supplemental Curriculum gap materials to support core classes to enhance access to the curriculum. c. Support increased efficacy in the use of new textbooks in all core subject areas, including LOTE. d. Support Library Technician to ensure textbook orders are updated to ensure all students have access to textbooks.	All Students	7,500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Supplemental materials to support students academic success with new textbook adoptions. (b. and c.) 89,057 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary (d.)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

1.1 Academic support via acceleration, prevention, remediation, and intervention:
* Link Crew continued to be a successful support for ninth graders with social-emotional support and overall connection to the school and involvement in school activities. Additionally, the D/F rate for ninth graders decreased based on Semester 1 final grades for 2023-24
* Summer acceleration course offerings (PE, CTE, Fine Arts) created space in students schedules resulting in an increase in CTE pathway enrollment, an increase in Dual Enrollment, credit recovery options, and increased elective options for AVID students
* CTE teachers attended multiple professional development opportunities including district wide collaboration to further enhance pathways offered at JVHS
* The master schedule of courses included options for credit recovery
* Teacher (core and WL) collaboration time continued to be supported, specifically to assist their efforts to share lessons, and calibrate and align grading practices
* Use of Paper.co continued, however, usage has decreased in all subject areas
* The English Department continued with consistent use of Vocab.com
* A new copier was purchased to support instruction and departments and programs experienced no limitations this school year regarding supplies and materials

1.2 a-g Support
* Counselor A-G data analysis and resources–frequent review of CCI report and transcript audits to ensure students ALL students have access to meet A-G
* Parent presentations on defining A-G and the importance of meeting A-G (PIQE, Parents w/PRIDE, and ELPAC Saturday school)
* Student grade level presentations during S1 (beginning of the school year) and during S2 registration in ELA and SS classes
* SPED department presentations by the counseling team to support case carrier understanding of A-G
* ELO grade improvement for all core subject areas and specific sections offered for SPED/ELL students

1.3 AVID Support
* Funding continued to support AVID tutors (currently we have 11 onsite).
* AVID teacher professional development for required conferences (AVID Riverside County, district, and school site coordinator provided)
* AVID teacher release days provided for college field trips
* Designated counselor to support AVID enrollment, presentations, field trips, and a-g completion

1.4 ELD Support
* BLTs are no longer assigned to -5 sheltered classes, however all core subjects have been QTEL trained
* ELPAC Saturday School boot camp to support ELL students with understanding the test, it's importance, and strategies for success
* ELAC meetings continued, supporting parents of ELL students
* PIQE continued to support EL parent understanding of secondary and post secondary education
* Designated Counselors to support EL 1/2 and EL 3/4, counselor presentations to ELD classes and college/career center workshops

1.5 AP courses
* Saturday Diagnostic Exam in the winter (over 90% attendance/completion) with an additional Saturday School practice exam will be offered in April
* "Fast Track to a 5" consumable supplement–used for content reinforcement/stratification and skills practice
* APUSH utilizes the AMSCO supplemental text to support students with various reading levels, this will continue
* Various writing skills are addressed using scaffolding methods including AP Writing Skills Templates and LEQ Templates
* AP Exam prep ELO: Spring Break to Exam date for Physics, AP Lit, AP Lang, Sp Lit, Sp Lang, APUSH

1.6 CTE Pathways Support
* CTE teachers participated in professional development, including- Intro to design, CATA, Principals of Engineering
* CTE teachers purchased computer resources (including new desks), agriscience animals/plants, construction/auto/engineering materials, and graphic tech supplies
* CTE TSA added to support industry partnerships, connecting students with the workforce
* Release time provided for small field trips of students to job sites, providing exposure to working environments and building students professional networks
* Curriculum resources purchased to update CTE pathways for alignment to current workforce standards

1.7 Professional Learning Focus
* All core teachers were trained in Quality Teaching for English Learners (QTEL) to provide scaffolds, engagement, support, and acquisition on concepts through language development
* All staff professional development on WICOR strategies: best practices that provide rigor and high support to make learning more accessible, engaging, and equitable for ALL students
* Continued emphasis on "Grading for Equity," D/F data review/reflection with admin/teachers
* Math and SpEd teachers were trained in Carnegie Math
* Evidence walks for both QTEL and WICOR strategies

1.8 Digital Gateway (DG) support & implementation
* Common Sense Media was administered in fall 2023 to all students

1.9 Textbooks & Enrichment materials
* Contemporary novels were purchased to increase inclusive options (ethnic, ability, cultural, LGBTQ+ themes) and math, science, and WL implemented the use of newly adopted textbooks and supplemental resources

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

1.1 Academic support via acceleration, prevention, remediation, and intervention:
* In addition to CTE teachers attending multiple PDs, positive differences from the original goal include: a. the greenhouse for the Ag pathway is now being used consistently, b. Auto Tech now has a pre-apprentice program, and c. Construction Tech has a partnership with IBEW (Electricians Union) that enable senior students to gain training and skills to bypass the vocational entrance assessment and are guaranteed an interview
* The master schedule of courses included options for credit recovery, however, those options were limited to five sections and enrollment was capped at 23 students. Additionally, Academic Success courses were offered with an enrollment cap of 23 students. Another change, ELO was not offered in fall 2023 due to a change in funding (no longer grant funded), however, it was offered in spring 2024 via Community Schools funding. Saturday Schools were supported via site general funding
* Teacher (core and WL) collaboration time also included additional support: a. PD on site for usage of new textbooks (Carnegie, Vista), and data analysis to guide instruction to best support English Learners and SWD
* English Dept has decreased use of NewsELA as the readings can be one-sided. They are now opting for free resources that offer objective readings
* Additional administrative staff were not hired for additional support as ELO was not offered in the fall and was not an option in the spring due to funding limitations

1.2 a-g Support
* Addition of SAI Math 3-1 to support SPED students meeting A-G
* No Alludo trainings were offered in 2023-24, and Language Services presentations/trainings for use of ELLevation software to support EL students were replaced with QTEL PD

1.3 AVID Support
* Designated counselor to support AVID enrollment, presentations, field trips, and a-g completion as of 2023-24 school year

1.4 ELD Support
* As a result of QTEL training for core teachers, we have decreased our number of BLTs at JVHS from 3 to 1
* Designated Counselors to support EL 1/2 and EL 3/4, counselor presentations to ELD classes and college/career center workshops as of 2023-24 school year

1.5 AP courses
* AP Exam prep ELO increased with the addition of Physics, AP Lit, AP Lang, Sp Lit, Sp Lang

1.6 CTE Pathways Support
* In addition to CTE teachers attending multiple PDs, positive differences from the original goal include: a. the greenhouse for the Ag pathway is now being used consistently, b. Auto Tech now has a pre-apprentice program, and c. Construction Tech has a partnership with IBEW (Electricians Union) that enable senior students to gain training and skills to bypass the vocational entrance assessment and are guaranteed an interview

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.

1.1 Academic support via acceleration, prevention, remediation, and intervention:
* Paper.co will no longer be funded moving forward as there are free resources available through the State of California
* NewsELA will not be used moving forward

1.2 a-g Support
* Addition of SAI Math 3-1 to support SPED students meeting A-G as a stand alone section for 2024-25

1.4 ELD Support
* As a result of QTEL training for core teachers as well as a decrease in Title I and LCFF funding for 2024-25, JVHS will only fund one 3-hour BLT
* Priority scheduling will be implemented for EL students to enroll in Dual Enrollment and CTE pathway offerings

1.6 CTE Pathways Support
*CTE Agriscience pathway for FFA year four requirement will be amended by eliminating Ag Gov/Econ and adding an Ag Leadership course allowing students an additional opportunity to engage in PBL

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.
Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

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

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category:
ELA: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all RED
Math: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all ORANGE
English Learner Progress: N/A Performance Level was YELLOW
Suspension Rate: N/A Performance Level was GREEN
Graduation Rate: N/A Performance Level was GREEN
College and Career: N/A Performance Level was MEDIUM

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance:
ELA: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all RED
Math: (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)--all ORANGE
English Learner Progress: N/A Performance Level was YELLOW, and ELs are a subgroup
Suspension Rate: The performance Level for All Students was GREEN; however, White students performed at ORANGE
Graduation Rate: The performance Level for All Students was GREEN; however, Students with Disabilities performed at ORANGE
College and Career: N/A Performance Level was MEDIUM, and no student group was two or more performance levels below All Student performance

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes:
JVHS will continue offering and implementing SEL and mental health resources, amplified by Wellness Center/Community School services and resources. In partnership with the Wellness Center, JVHS admin and staff will continue to create ways to increase overall student attendance and/or decrease chronic absenteeism in the 2024-25 school year. Positive incentives to support attendance will include front-of-the-line passes for lunch, student store food/drink items, off-campus lunch passes, and awards certificates/PRIDE recognition. Other attendance incentives/systems and interventions will continue, including the No Go List, tardy sweeps, post-secondary workshops, weekly awards, student BBQs, etc.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 98% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	Grade 9: 91.8% Grade 10: 91% Garde 11: 92.5% Grade 12: 90.8% English Learners: 91.1% Foster: 91.5% McKinney-Vento: 84.5% Special Education: 86.7% Source: Student Information System P-2 report	Grade 9: 93% Grade 10: 92% Garde 11: 95% Grade 12: 92% English Learners: 94% Foster: 94% McKinney-Vento: 90% Special Education: 88% Source: Student Information System P-2 report
LCFF Priority 6: Pupil Suspension Rate	All Students: 3.3% Socioeconomically Disadvantaged: 3.4% English Learners: 3.1% Students with Disabilities: 7.8% Foster Youth: 14.3% Homeless: 19% Hispanic: 3.2% Two or More Races: 2.6% White: 6.5%	All Students: 2% Socioeconomically Disadvantaged: 2% English Learners: 2% Students with Disabilities: 5% Foster Youth: 5% Homeless: 10% Hispanic: 2% Two or More Races: 1.5% White: 4%
LCFF Priority 6: Pupil Expulsion Rate	All Students: .49%	All Students: .25%
LCFF Priority 6: School Climate Survey: School Safety	"How safe do you feel when you are at school? Grade 9: • Safe/Very Safe: 59% Grade 11: • Safe/Very Safe: 53% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	How safe do you feel when you are at school? Grade 9: • Safe/Very Safe: 65% Grade 11: • Safe/Very Safe: 60% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
LCFF Priority 6: School Climate Survey: School Connectedness	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 47% Grade 11: 53% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 50% Grade 11: 60% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024

LCFF Priority 6: School Climate Survey: Caring Relationships	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 56% Grade 11: 56% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 60% Grade 11: 60% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
LCFF Priority 5: High School Dropout Rate	Dropout rate: 3.4% (Source 22-23 School Accountability Report Card)	Dropout rate: 2% (Source 22-23 School Accountability Report Card)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	MTSS/Discipline Address students behaviors by utilizing restorative practices for Level 1 infractions (tardies/period truancies, mediations, classroom disruptions) and incentivize expected/self-regulated behaviors with recognitions, rewards, and eligibility for desired opportunities/events. To do so, we will: a. Offer alternative behavior support/program in lieu of suspension or as a reduction time of suspension including Student Youth Court, parent partnership in consequences to correct behavior, lunch detention and/or on-campus interventions (Jag Reset), PICO referrals, use of Wellness Center (Community School), behavioral contracts, and conflict resolutions. b. SWD (including students w/ 504 Plans) may visit the Academic Support Center as needed. Counselors will provide guidance to students for chronic (level one) behavioral and truancy issues then document on Q. c. Increase student celebrations for positive choices. Select, purchase, and order MTTS support materials and student incentives to reward positive behavior for students exhibiting positive behaviors with self-regulation/discipline and school attendance. d. Continue training staff in SEL curriculum and fund subs as needed. Actively promote/fund weekly incentives for Attendance Awareness in September (school gear-shirts, hats, buttons, etc.). Continue to implement BASE Education program via Jag Reset or as alternative behavior support.	All Students	5,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for PD release time (d. and i.) 3,000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Purchase MTSS Resource materials and student incentives (c.)(4300)

	e. Ongoing training for Campus Supervisors on systematic supervision. Campus supervisors will attend annual JUSD training in December and participate in weekly meetings and/or trainings (de-escalation techniques, appropriate monitoring of restrooms, etc.) administered by SMA AP, coordinator, and SRO as appropriate. Cross-training will be provided for newly hired campus supervisors for the expectations of campus coverage (District funded). f. Continue to design and issue eye-catching shirts/sweatshirts for easy identification of campus supervisors (allowance per campus supervisor--district funded). g. Continue supporting the role of BSEL Coordinator to administer/analyze temperature checks for students and provide BASE lessons in Jag Reset (stipend--district funded) and partner with the Wellness Center (Community School). h. Ongoing training to students and staff on Bullying Prevention and student campaigns to promote positive messages (Army National Guard presentations on bullying prevention for ninth and tenth graders). Confront bullying behavior, bystander actions and intervention, and other negative student behaviors. Deliver annual digital citizenship lessons to help students be more aware of the impact of their social media presence (district funded or volunteer). i. Provide education to students and professional development to all staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.), why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS (also included in LCAP Goal #3). j. Continue to offer safe spaces such as identifying offices/classrooms with LGBTQI+ badges, etc. Create opportunities for increased inclusivity of LGBTQI+ students.		
2.2	Safety Equipment & Supplies Provide sufficient emergency items and appropriate storage of items. a. Update safety items/procedures for School Safety Plan (as needed) and gain annual approval from School Site Council. b. Follow FEMA guidelines to purchase essential emergency response equipment and supplies for HS (as needed). c. Professional development for all staff regarding lockdowns, security alerts, active shooter,	All Students	2,147.00 Title I Basic -- 3010 4000-4999: Books And Supplies Purchase needed supplies (a.) 13,700.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Campus security (d.)

	earthquakes, fire. SRO and SMA Office will conduct drug awareness presentations for students, staff, and community members. d. Continue to provide adequate campus security through supervision, transportation, communication, Raptor System, and staff professional development.		
2.3	Updated Equipment, Supplies, & Facility repairs/improvement Safety Equipment, Supplies, & Facility repairs/improvement a. Begin replacing equipment considered unsafe and therefore no longer in commission with updated machines/equipment used for strength and conditioning by PE students and athletes (touchpads for swim--required for CIF qualification). b. Provide an additional gathering place that allows students/staff/parents to safely congregate inside and outdoors. c. Continue to improve conditions for PE students/athletes in and around the gym. d. Enhance and/or create shade for students and community members (ex: baseball/softball fields)-- funded by ESSER. e. Obtain estimates and prioritize non-PE/Athletic (equipment, supplies, repairs/improvements) needs. f. Continue to add to positive learning environment with plants, posters, signs of inclusion.	All Students	24,000.00 LCFF Suppl/Conc -- 0707 6000-6999: Capital Outlay Athletic and PE replacement/updating equipment (a.) 10,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Campus Beautification (f.)
2.4	Continue to increase health services for students Continue to increase health services for students: a. On-site behavioral health therapist and peer specialist to support students' social emotional needs (district funded). b. Support students and parents with the Community School Wellness Center (Community Sschool funded). c. One health care aide to staff the Health Office (district funded).	All Students	66,516 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Care Aide Salary (c.)

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2.1 MTSS/Discipline
* Continued Restorative Interventions and Student Accountability committee to address student behaviors utilizing a multi-tiered system of support with positive results of increased attendance rates (nearly 2%) and fewer incidents of vaping on campus
* Staff and student presentations to support school wide behavior expectations (attendance, off campus lunch, cell phone expectations, and appropriate language as it pertains to our diversity)
* Provided alternatives to suspension including: enrollment in community schools student groups (Seeking Safety, Why Try, Wellness Wednesdays), Youth Court, Jag Reset, Behavioral Health Referrals, Substance Abuse Prevention and Treatment referrals (SAPT), behavioral contracts, peer specialist student check-ins, and conflict resolutions
* SWD continue to receive individualized support through both IEP/504 programs and have access to the student support center with Ed Specialists and Instructional Aides for behavior interventions and decompression time
* Positive incentives provided to all teachers to support students good behaviors (including front of the line, student store food/drink items, and off campus lunch)
* Campus supervisors trained by both site personnel and through available district professional development (including: de-escalation and trauma informed practices)
* Attendance incentives and interventions continued (No Go List, tardy sweeps, post-secondary workshops, weekly awards, student BBQs)
* PRIDE lessons continued at the start of S1 and S2 to support positive student behaviors (Persistence, Respect, Integrity, Diversity, Engagement), and grade level/department awards ceremony will continue this school year
* Provided education to students and professional development to all staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.), why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS resulting in a decrease of incidents and an increase in conversations as needed to address missteps
* Continue to offer safe spaces such as identifying offices/classrooms with LGBTQ+ badges, etc. Create opportunities for increased inclusivity of LGBTQ+ students.

2.2 Safety Equipment & Supplies
* School safety items/procedures updated
* Professional development completed for all staff regarding lockdowns, security alerts, active shooter, earthquakes, fire. SRO and SMA Office conducted a drug awareness presentation for students, staff, and community members
* 2 new wheelchairs to transport injured students/staff as needed were purchased

2.3 Updated Equipment, Supplies, & Facility repairs/improvement
* Additional bench/table furniture for MPR and Tile-side of the gym
* Began replacing equipment considered unsafe and therefore no longer in commission with updated machines/equipment used for strength and conditioning by PE students and athletes and purcahsed touchpads for swim--required for CIF qualification
* Two hydration Stations purchased and installed (Gym, A-building)

2.4 Continue to increase health services for students
* Mobile Medical Clinic (dental and vision)
* Increased services and improved the facility for the Wellness Center

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

2.1 MTSS/Discipline
* RAGs was not district funded, therefore it was not offered and will not be offered moving forward
* BASE Education program no longer utilized for JAG reset (no longer district funded)

2.2 Safety Equipment & Supplies
* Event Stage purchased
* SMA and SRO presentation included the addition of deputies from the RSD Gang Task Force providing education to parents about local activity, what to look for, and how to address concerns with their children if needed

2.3 Updated Equipment, Supplies, & Facility repairs/improvement
* New classroom furniture (student chairs/tables) for ELA, Math, non-lab Science classrooms--now delayed due to budget constraints
* Two Projectors and display screens for assemblies and community events

2.4 Continue to increase health services for students
* Health care aides to staff the Health Office were decreased to one HCA

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.

2.1 MTSS/Discipline
* RAGs will not be offered at JVHS for 2024-24 school year
* BASE Education program will not be offered at JVHS for 2024-25 school year as we have resources/lessons available via the SEL Coordinator and the Wellness Center
* There will be an increase in classroom lessons relevant to MTSS, equity, diversity, and inclusion in 2024-25 (including self-paced lessons on the Chromebook as appropriate)

2.3 Updated Equipment, Supplies, & Facility repairs/improvement
* New classroom furniture (student chairs/tables) for ELA, Math, non-lab Science classrooms is tabled for the time being

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.**
> We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

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

> According to the LCAP Survey (CalSCHLS) for spring 2024, 67% of parent respondents strongly agree/agree that JVHS encourages them to educate their child actively. In collaboration with our Community School, administration, and staff, JVHS will strive to increase this agreement rate from 67% (2024) to 80% (2025) by seeking specific input from parents on what actions the school must take to encourage them as educational partners actively. This input will be gathered via parent meetings, surveys, ELAC, and SSC.
>
> Maintain or increase the rate (96%) by which staff strongly agree that the school welcomes and facilitates parent involvement. However, JVHS needs to find appropriate parallels with parents to account for the disparity in staff versus parent responses. This input will be gathered via parent meetings, surveys, ELAC, and SSC.
>
> According to the LCAP Survey (CalSCHLS) for spring 2024, only 42% of parent respondents strongly agree/agree that JVHS is the rate by which parents strongly agree/agree that teachers communicate with parents about what students are expected to learn in class. In collaboration with our Community School, administration, and staff, JVHS will strive to increase this agreement rate from 42% (2024) to 80% (2025) by seeking specific input from parents on what actions the school needs to take to communicate student learning expectations better. This input will be gathered via parent meetings, surveys, ELAC, and SSC.
>
> Maintain or increase the rate (93%) by which staff strongly agree/agree that teachers at this school communicate with parents about what their children are expected to learn in class. However, JVHS needs to find appropriate parallels with parents to account for the disparity in staff versus parent responses. This input will be gathered via parent meetings, surveys, ELAC, and SSC.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	67% of parents who responded to the survey strongly agree/agree that JVHS encourages them to be an active partner in educating their child. Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Increase the rate by which parents strongly agree/agree that JVHS encourages them to be an active partner in educating their child from 67% (2024) to 80% (2025). Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	96% of staff who responded to the survey strongly agree/agree that JVHS is welcoming to and facilitates parent involvement. Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Maintain or increase the rate (96%) by which staff strongly agree/agree that the school is welcoming to and facilitates parent involvement. Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	42% of parents who responded to the survey strongly agree/agree that teachers communicate with parents about what students are expected to learn in class. Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Increase the rate by which parents strongly agree/agree that teachers communicate with parents about what students are expected to learn in class from 42% (2024) to 80% (2025). Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	93% of staff who responded to the survey strongly agree/agree that teachers at JVHS communicate with parents about what their children are expected to learn in class. Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Maintain or increase the rate (93%) by which staff strongly agree/agree that teachers at this school communicate with parents about what their children are expected to learn in class. Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase student engagement We want to engage all students beyond the classroom. Engaged students perform better in school and experience higher graduation rates, and exhibit fewer behavior issues.	All Students	24,814.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies ASB Cards for all JVHS Students (b.)

	a. Evaluate school wide systems of support that promote safe choices with respect to MTSS, Link Crew, Kindness Campaigns, etc. b. Provide ASB cards to all students so they may attend school events at no cost (ex: non-CIF athletic events) or less cost (dance tickets, CIF athletic event tickets). Additionally, any student earning a letter "J" (academics, arts, activities, athletics, etc.) will receive the letter at no cost to student. c. Continue recognition for rigor in academics (PRIDE and Senior Awards), and achievement in athletics, performing arts, CTE, community service (i.e., t-shirts, experiences, awards, cords, medals, ceremonies, etc.) d. Provide transportation to enriching curriculum/competition related field trips as funding permits. e. Continue utilizing 5-Star Students technology to track student engagement in school activities, attendance, and behavior. Identify students who are not engaged and intervene to increase a sense of belonging (focus on SWD and EL students). f. Continue with outreach efforts including SART/SARB meetings and home visits. g. Continue to supplement costs of PRIDE Committee meetings and materials needed for student recognition and incentives. h. Continue to supplement costs of RISA Committee meetings and materials needed for restorative practices and student incentives. i. Continue funding of the Link Crew program including materials, supplies, extra hours for advisors as needed. j. Support Maker/Breaker Space hands-on activities in the library.		6,000.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Link Crew additional teacher compensation (i.) 2300.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5 Star subscription (e.) 12,207.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Recognition items such as t-shirts or special luncheons to encourage and celebrate academic rigor (c., g., h.) 14,800.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Transportation to enriching and engaging events (d.) 4000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Link Crew training materials/supplies (i.) 1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Maker/Breaker Space Items (j.)
3.2	Increase staff engagement Increase staff engagement by providing more structure and greater purpose for our instructional/collaboration teams to support a more engaging learning environment while closing the achievement gap. a. Technology & WICOR training for support staff and training days. b. Team building for office support staff.	All Students	550.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Team building / support staff (b.) 3500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies

	c. Continue team building activities and professional development at faculty meetings. d. Office personnel participate in activities and meetings to increase unity and a positive work environment. e. Staff use of Parent Square and Canvas by individual teachers and the school as a whole. f. Organized presentation by SRO or expert to educate staff on concentrated wax (marijuana) use among students and the effects on our school community. g. Develop coaches by implementing routine seasonal evaluations and conducting coaches' meetings by season. h. Annual Jag Days to promote school pathways/programs/athletics and maintain or increase enrollment. i. Continue to provide all parents and staff with leadership opportunities through advisory committees.		Marketing and supplies to run events (h.)
3.3	Increase Community Engagement Increase Community Engagement: a. Offer informational workshops related to academics, a-g requirements, course registration. b. Offer parent training and student outreach based on on-site parent and student needs. Invite community resource vendors to parent-school events. c. Host an inviting and meaningful Awards Night to celebrate student success (grades 9-12) to increase student recognitions. d. Continue to conduct college application/FAFSA workshops. e. Continue to provide all parents with leadership opportunities through advisory committees. f. Develop various flyers with information about school and community resources for parents. g. Continue promoting parent use of Parent Connect to monitor their children's attendance and academic progress in classes. h. Continue to update the website so it becomes a valuable and accurate source of information for parents by expanding the parent communication tab on the school webpage, continue to use Parent	All Students	500.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printing expenses to promote and market (b.) 1000.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials, supplies for meetings 224.00 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Childcare for Parent Meetings and Classes

3.4	Increase student access to the Arts and Educational Community Events Increase student access to the Arts and Educational Community Events: a. Provide transportation to/from academic enrichment field trips or competition. b. Continue to purchase items needed to supplement Drama/Theatre to increase student access to arts, as well as additional VAPA course materials needed for classroom instruction. c. Subs for VAPA teachers when observing peers and mentors, or for collaboration time.	All Students	8,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Purchase VAPA gap materials & replace items in ill repair 5,045.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Supplemental transportation cost to art enrichment events (a.) 2,400.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Supplement cost of substitutes 6,500.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Purchase additional VAPA curriculum & materials (b.)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

3.1 Increase student engagement
* Free ASB cards for the student body resulted in an increase in student attendance at football, basketball, and volleyball games (tracked using 5-Star technology)
* Funded free student spirit shirts with ASB PRIDE account
* Provided transportation to enriching curriculum/performance related field trips without any limitations in 2023-24, including the return of AVID college trips as well as non-AVID students
* Continued to supplement costs of RISA Committee meetings and materials needed for restorative practices and student incentives to improve student attendance and overall behavior within and outside of the classroom, including outreach efforts including SART/SARB meetings and home visits
* ESports program continued and is now competes as a sanctioned CIF sport
* Continued funding of the Link Crew program including materials, supplies, and used all extra hours for advisors
* Continue dto supplement costs of PRIDE Committee meetings and materials needed for student recognition and incentives including PRIDE Awards

3.2 Increase staff engagement
* Technology & WICOR training was provided to teachers and staff throughout the school year. It was evident though classroom observations that teachers were implementing strategies effectively to support student learning
* Team building for office personnel continued through monthly meetings and celebratory gatherings to recognize achievements and birthdays, etc.
* Continued team building activities and professional development at faculty meetings resulting in a positive school climate and teacher/staff ownership of the systems of support to increase academic achievement and wellness on campus
* Staff continued the use of Parent Square and Canvas by individual teachers and the school as a whole
* Organized presentation by SRO or expert to educate staff on concentrated wax use among students and the effects on our school community
* Continued to develop athletic coaches by implementing routine seasonal evaluations and conducting coaches' meetings by season
* Annual Jag Days / Expo night to promote school pathways/programs/athletics and maintain or increase enrollment; unfortunately, attendance at Jag Expo was very low despite extensive outreach and marketing
* Continued to provide all staff with leadership opportunities through advisory committees including the addition of two teacher leaders as WASC Co-Coordinators
* Continue hosting professional book studies to enact positive change for student outcomes (Discretionary)--due to extensive districtwide PD this school year for QTEL and new textbook adoptions, JVHS did not host a professional book study

3.3 Increase Community Engagement
* Offered informational workshops related to academics, a-g requirements, course registration through the Community School and parent information nights
* Offered parent training and student outreach based on on-site parent and student needs. Invited community resource vendors to parent-school events through Community Schools
* Hosted an inviting and meaningful Awards Night to celebrate student success (grades 9-12) to increase student recognitions in spring 2023 and will host another in spring 2024
* Continued to conduct college application/FAFSA workshops which were far more extensive this school year due to changes in the application process
* Continued to provide all parents with leadership opportunities through advisory committees including SSC, ELAC, DELAC, and DAC
* Developed various flyers with information about school and community resources for parents resulting in increased parent attendance at many events
* Continued promoting parent use of Parent Connect to monitor their children's attendance and academic progress in classes
* Continued PIQE learning opportunity for parents in fall 2023
* Continued to update the website so it becomes a valuable and accurate source of information for parents by expanding the parent communication tab on the school webpage, continue to use Parent Square, increase the use of social media as a communications tool--great improvement to these platforms resulting in great usage by families

3.4 Increase student access to the Arts and Educational Community Events
* Provided transportation to/from academic enrichment field trips or competitions resulting in an increase in opportunities for students to perform
* Continued to purchase items needed to supplement Drama/Theatre to increase student access to arts, as well as additional VAPA course materials needed for classroom instruction, specifically two purchases of show rights for the Theatre program
* Subs were provided for VAPA teachers when observing peers and mentors, or for collaboration time, specifically the new band and theatre teachers who observed mentors as well as fellow colleagues

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

3.1 Increase student engagement
* JVHS did not research opportunities to have students participate in the Challenge Day program, but created lessons for the Be the Change initiative
* In addition to RISA, JVHS created a subcommittee for attendance to amplify outreach for SART/SARB as well as a subcommittee for MTSS/PBIS

3.3 Increase Community Engagement
* JVHS did not fund PIQE in spring 2024
* Community School offered ESL, JTEP, Zumba classes

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.

3.3 Increase Community Engagement
* PIQE will not be offered in 2024-25 as Community Schools now offers numerous educational opportunities for parents
* JVHS will no longer host a Jag Expo night due to consecutive years of low community attendance, however, will participate in district CTE showcase
* JVHS will have a formal WASC accreditation visit in February 2024 requiring the need for increased parent voice

3.4 Increase student access to the Arts and Educational Community Events
* Moving forward, VAPA events, transportation, personnel, and instructional materials will be mostly funded using Prop 28 funding

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$183,997
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,923,719.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF AVID – 0765	$32,215.00
LCFF District -- 500 0707	$934,207.00
LCFF Sec Int -- 0046	$625,477.00
LCFF Suppl/Conc -- 0707	$199,628.00
LCFF VAPA -- 0763	$6,500.00
Title I Basic -- 3010	$116,616.00
Title I Parent Involvement -- 3010 1902	$1,224.00
Title III LEP -- 4203	$7,852.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $1,923,719.00

Total of federal, state, and/or local funds for this school: $1,923,719.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	116,616	0.00
Title I Parent Involvement -- 3010 1902	1,224	0.00
Title III LEP -- 4203	7,852	0.00
LCFF Suppl/Conc -- 0707	199,628	0.00
LCFF District -- 500 0707	934,207	0.00
LCFF Sec Int -- 0046	625,477	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID – 0765	32,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	32,215.00
LCFF District -- 500 0707	934,207.00
LCFF Sec Int -- 0046	625,477.00
LCFF Suppl/Conc -- 0707	199,628.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	116,616.00
Title I Parent Involvement -- 3010 1902	1,224.00
Title III LEP -- 4203	7,852.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,269,984.00
2000-2999: Classified Personnel Salaries	416,205.00
4000-4999: Books And Supplies	120,287.00

	Amount
5000-5999: Services And Other Operating Expenditures	66,528.00
5700-5799: Transfers Of Direct Costs	16,715.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
6000-6999: Capital Outlay	24,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	6,000.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF AVID – 0765	16,215.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	594,355.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	339,852.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	625,477.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	21,400.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	33,282.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	84,071.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	36,375.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	500.00
6000-6999: Capital Outlay	LCFF Suppl/Conc -- 0707	24,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	20,900.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	32,847.00
4000-4999: Books And Supplies	Title I Basic -- 3010	27,716.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	25,153.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	10,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	224.00

4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,852.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,000.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,706,516.00
Goal 2	124,363.00
Goal 3	92,840.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Shelley L. Morris	Principal
Richard Leach	Classroom Teacher
Benjamin Cardullo	Classroom Teacher
Estephanie Villanueva	Classroom Teacher
Amber Mejia	Classroom Teacher
Lizbeth Pineda	Other School Staff
Susana Marquez	Parent or Community Member
Patricia Tapia	Parent or Community Member
Ceneliz Alcarez	Parent or Community Member
Abigail Hughes	Secondary Student
Mia Soto	Secondary Student
Brianna Jaurequi	Secondary Student

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
	English Learner Advisory Committee
	Departmental Advisory Committee

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 May 15, 2024.

Attested:

Signature	
Shelley L. Morris	Principal, Dr. Shelley L. Morris on May 15, 2024
Abigail Hughes	SSC Chairperson, Abigail Hughes on May 15, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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