



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	May 14, 2025	June 24, 2025

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 comprehensive needs assessment by analyzing student achievement data across multiple subgroups using the 2024 California School Dashboard. This analysis revealed persistent and concerning performance gaps in key academic areas.

English Language Arts (ELA) is currently performing at the Orange level, with Hispanic and Socioeconomically Disadvantaged students performing below their peers. Mathematics remains a critical area of need, with a Red performance level. English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities are all performing significantly below standard in this area.

Additionally, the English Learner Progress indicator is at the Red level, with both English Learners and Long-Term English Learners demonstrating limited progress toward English language proficiency compared to their peers. These findings highlight the urgent need to implement targeted supports and interventions to address the academic needs of our most underserved student groups.

In response, we have developed a multi-faceted strategy that leverages funding from various sources in a coordinated manner. LCAP funds support the continued implementation of professional development and instructional collaboration, particularly through QTEL and WICOR strategies. These efforts are complemented by extended learning opportunities (ELO) and priority access to Dual Enrollment and CTE Pathways, with a focus on supporting English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

ESSA Title I funds are dedicated to professional development centered on research-based strategies for improving math instruction for our most at-risk students, including English Learners and socioeconomically disadvantaged students. To promote family engagement, local funds are used to provide translation services and support parent workshops, empowering families to better support their children's academic success.

A robust system of monitoring and evaluation has been established. Regular assessments help track progress across all student groups, with focused attention on our target populations. We have set clear timelines for data analysis, enabling us to quickly identify effective strategies and make timely adjustments to improve student outcomes.

Transparency is a core value in our process—we actively share our goals, progress, and results with families and the community.

This integrated, data-driven approach—supported by ESSA, LCAP, and local funding—reflects our school's deep commitment to ensuring that every student receives the support they need to thrive, 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. 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, Monthly Parent workshops, 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, SSC, 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 being submitted 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. COST/Attendance/MTSS Committee
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.,

Parent, Student, and Community Engagement:

1. Continue to host Jaguar PRIDE Awards to include all grade levels in addition to Senior Awards Night to increase student
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.
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.
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: Orange
Math: Red
English Learner Progress: Red
Graduation Rate: N/A – Performance Level: Green
College and Career: N/A – Performance Level: Green
Suspension Rate: N/A – Performance Level: Yellow

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.

Performance Two or More Levels Below “All Students” Group:
Graduation Rate: All Students = GREEN. English Learners, Long term English Learners, Students with Disabilities = ORANGE
College and Career: All Students = GREEN. English Learners, Long term English Learners, Students with Disabilities = ORANGE
ELA: Hispanic, Socioeconomically Disadvantaged = Red; English Learners, Long-Term English Learners, Students with Disabilities = Orange
Math: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities = Red
English Learner Progress: English Learners and Long-Term English Learners = Red
Suspension Rates: All Students = YELLOW. English Learners, Hispanic, Long term English Learners, Socioeconomically Disadvantaged, Students with Disabilities = ORANGE

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.11%	0.17%	0.18%	2	3	3
African American	0.86%	0.99%	1.10%	15	17	18
Asian	0.92%	0.93%	1.10%	16	16	18
Filipino	0.23%	0.47%	0.61%	4	8	10
Hispanic/Latino	89.97%	89.69%	90.42%	1,570	1539	1481
Pacific Islander	0.11%	0.12%	0.24%	2	2	4
White	5.67%	5.42%	4.64%	99	93	76
Multiple/No Response	0.74%	0.82%	0.61%	13	14	10
Total Enrollment				1,745	1716	1638

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	459	439	412
Grade 10	442	439	408
Grade 11	443	443	427
Grade 12	401	395	391
Total Enrollment	1,745	1,716	1,638

Conclusions based on this data:

- Jurupa Valley High School has experienced a steady decline in total enrollment over the past three years, resulting in a decrease of 107 students.
- Hispanic/Latino students consistently make up the largest student demographic, averaging 90.02% of the total enrollment over the past three years.
- Enrollment in Grade 11 has consistently been the highest among all grade levels over the past three years.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	422	410	419	20.7%	24.2%	25.6%
Fluent English Proficient (FEP)	730	683	626	44.8%	41.8%	38.2%
Reclassified Fluent English Proficient (RFEP)	14	9	61	3%	3%	14.6%

Conclusions based on this data:

1. The percentage of English Learners has increased over the past three years
2. Fluent English Proficient (FEP) students decreased each year in both number and percentage.
3. Reclassified Fluent English Proficient (RFEP) students increased significantly over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	401	404	414	391	394	407	390	394	406	97.5	97.5	98.3
All Grades	401	404	414	391	394	407	390	394	406	97.5	97.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2562.	2537.	2539.	16.41	13.45	10.59	28.21	26.40	31.28	26.41	22.84	24.88	28.97	37.31	33.25
All Grades	N/A	N/A	N/A	16.41	13.45	10.59	28.21	26.40	31.28	26.41	22.84	24.88	28.97	37.31	33.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.72	15.48	15.27	57.18	53.05	53.69	24.10	31.47	31.03
All Grades	18.72	15.48	15.27	57.18	53.05	53.69	24.10	31.47	31.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.94	15.74	13.55	50.64	44.42	48.03	33.42	39.85	38.42
All Grades	15.94	15.74	13.55	50.64	44.42	48.03	33.42	39.85	38.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.49	11.17	10.34	75.64	71.07	70.69	14.87	17.77	18.97
All Grades	9.49	11.17	10.34	75.64	71.07	70.69	14.87	17.77	18.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.41	13.96	14.53	64.87	63.20	62.32	18.72	22.84	23.15
All Grades	16.41	13.96	14.53	64.87	63.20	62.32	18.72	22.84	23.15

Conclusions based on this data:

1. Grade 11 participation in state testing has remained consistently high over the past three years, with over 97% of enrolled students tested each year and a slight increase in the number of students tested from 391 in 2021–22 to 407 in 2023–24.
2. Overall performance in ELA showed a slight decline, with the mean scale score decreasing from 2562.5 in 2021–22 to 2539.9 in 2023–24, and the percentage of students meeting or exceeding standards dropping from 31.28% to 28.21% over the same period.
3. Data in reading, writing, listening, and research/inquiry show minor fluctuations, with fewer students scoring above standard and a gradual increase in students performing below standard in most areas between 2021–22 and 2023–24.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	402	404	414	391	393	408	390	393	408	97.3	97.3	98.6
All Grades	402	404	414	391	393	408	390	393	408	97.3	97.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2489.	2498.	2488.	4.36	4.33	1.96	5.64	10.18	10.05	20.26	19.08	17.40	69.74	66.41	70.59
All Grades	N/A	N/A	N/A	4.36	4.33	1.96	5.64	10.18	10.05	20.26	19.08	17.40	69.74	66.41	70.59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.62	6.36	2.70	55.38	52.67	56.62	40.00	40.97	40.69
All Grades	4.62	6.36	2.70	55.38	52.67	56.62	40.00	40.97	40.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.10	4.07	3.92	59.23	62.09	55.64	36.67	33.84	40.44
All Grades	4.10	4.07	3.92	59.23	62.09	55.64	36.67	33.84	40.44

Conclusions based on this data:

1. Grade 11 math testing participation remained high, increasing slightly from 391 students tested in 2021–22 to 408 in 2023–24, with the percentage of enrolled students tested rising to 98.6% in 2023–24.
2. The mean scale score for Grade 11 math remained relatively stable over the three years, ranging from 2489.6 in 2021–22 to 2488.7 in 2023–24.
3. The percentage of Grade 11 students meeting or exceeding math standards decreased from a combined 8.72% in 2021–22 to 6.01% in 2023–24.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1526.5	1534.8	1521.4	1513.2	1531.6	1513.9	1539.3	1537.6	1528.3	132	96	95
10	1539.0	1546.5	1534.0	1527.1	1538.0	1530.3	1550.3	1554.5	1537.1	99	121	96
11	1530.1	1550.2	1535.1	1520.4	1541.6	1528.8	1539.3	1558.3	1540.9	87	98	98
12	1527.5	1533.0	1547.7	1519.5	1529.2	1552.8	1535.0	1536.4	1542.2	65	72	63
All Grades										383	387	352

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.27	8.33	1.05	37.88	42.71	33.68	36.36	26.04	42.11	23.48	22.92	23.16	132	96	95
10	7.07	18.18	8.42	49.49	35.54	36.84	28.28	31.40	31.58	15.15	14.88	23.16	99	121	95
11	0.00	13.27	8.16	33.33	38.78	30.61	39.08	28.57	35.71	27.59	19.39	25.51	87	98	98
12	6.15	6.94	9.52	20.00	33.33	46.03	44.62	30.56	22.22	29.23	29.17	22.22	65	72	63
All Grades	3.66	12.40	6.55	36.81	37.73	35.90	36.29	29.20	33.90	23.24	20.67	23.65	383	387	351

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.39	18.75	13.68	37.88	42.71	42.11	29.55	21.88	29.47	18.18	16.67	14.74	132	96	95
10	17.17	21.49	26.32	54.55	41.32	41.05	12.12	22.31	15.79	16.16	14.88	16.84	99	121	95
11	13.79	23.47	21.43	51.72	46.94	43.88	12.64	14.29	14.29	21.84	15.31	20.41	87	98	98
12	15.38	15.28	28.57	49.23	45.83	41.27	10.77	19.44	15.87	24.62	19.44	14.29	65	72	63
All Grades	15.14	20.16	21.94	47.26	43.93	42.17	18.02	19.64	19.09	19.58	16.28	16.81	383	387	351

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.52	1.04	1.05	18.18	16.67	13.68	46.21	47.92	42.11	34.09	34.38	43.16	132	96	95
10	4.04	9.09	5.26	25.25	24.79	15.79	42.42	41.32	43.16	28.28	24.79	35.79	99	121	95
11	0.00	3.06	2.04	17.24	21.43	13.27	40.23	50.00	39.80	42.53	25.51	44.90	87	98	98
12	1.54	4.17	0.00	9.23	13.89	14.29	44.62	38.89	46.03	44.62	43.06	39.68	65	72	63
All Grades	1.83	4.65	2.28	18.28	19.90	14.25	43.60	44.70	42.45	36.29	30.75	41.03	383	387	351

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.79	6.25	1.05	73.48	73.96	65.26	22.73	19.79	33.68	132	96	95
10	4.04	9.92	5.26	78.79	74.38	72.63	17.17	15.70	22.11	99	121	95
11	1.15	6.12	3.06	62.07	72.45	58.16	36.78	21.43	38.78	87	98	98
12	4.62	5.56	14.29	64.62	58.33	52.38	30.77	36.11	33.33	65	72	63
All Grades	3.39	7.24	5.13	70.76	70.80	62.96	25.85	21.96	31.91	383	387	351

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	46.97	64.58	60.00	37.88	20.83	26.32	15.15	14.58	13.68	132	96	95
10	52.53	63.64	66.32	31.31	23.97	15.79	16.16	12.40	17.89	99	121	95
11	57.47	58.16	65.31	22.99	27.55	20.41	19.54	14.29	14.29	87	98	98
12	49.23	55.56	71.43	30.77	27.78	17.46	20.00	16.67	11.11	65	72	63
All Grades	51.17	60.98	65.24	31.59	24.81	20.23	17.23	14.21	14.53	383	387	351

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.06	8.33	7.37	47.73	52.08	37.89	46.21	39.58	54.74	132	96	95
10	7.07	13.22	11.58	54.55	52.89	42.11	38.38	33.88	46.32	99	121	95
11	4.60	11.22	3.06	37.93	48.98	40.82	57.47	39.80	56.12	87	98	98
12	4.62	5.63	1.59	38.46	32.39	44.44	56.92	61.97	53.97	65	71	63
All Grades	5.74	10.10	6.27	45.69	47.93	41.03	48.56	41.97	52.71	383	386	351

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.52	0.00	0.00	73.48	75.00	74.47	25.00	25.00	25.53	132	96	94
10	1.01	0.83	1.05	81.82	83.47	72.63	17.17	15.70	26.32	99	121	95
11	9.20	8.16	0.00	64.37	74.49	74.49	26.44	17.35	25.51	87	98	98
12	3.08	5.56	3.17	66.15	63.89	76.19	30.77	30.56	20.63	65	72	63
All Grades	3.39	3.36	0.86	72.32	75.45	74.29	24.28	21.19	24.86	383	387	350

Conclusions based on this data:

1. The total number of students tested on the ELPAC decreased over the last three years: from 383 in 2021–22 to 351 in 2023–24.
2. In the Oral Language domain, the percentage of students at Level 4 increased overall from 15.14% in 2021–22 to 21.94% in 2023–24.
3. In 2023–24, most students scored in the mid-range, classified as “Somewhat” or “Moderately Developed” across all ELPAC domains (Listening, Speaking, Reading, and Writing), rather than scoring at the lowest or highest performance levels.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,638	85.2%	25.6%	0.7%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	419	25.6%
Foster Youth	11	0.7%
Homeless	7	0.4%
Socioeconomically Disadvantaged	1,396	85.2%
Students with Disabilities	211	12.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	1.1%
American Indian	3	0.2%
Asian	18	1.1%
Filipino	10	0.6%
Hispanic	1,481	90.4%
Two or More Races	10	0.6%
Pacific Islander	4	0.2%
White	76	4.6%

Conclusions based on this data:

- Hispanic students make up the largest ethnic group, comprising 90.4% of the school population (1,481 students).

2. English Learners make up 25.6% of the total enrollment (419 students), while Students with Disabilities account for 12.9% (211 students) of the school population.
3. There are 11 students identified as Foster Youth (0.7%) and 7 students identified as Homeless (0.4%), totaling 18 students, or 1.1% of the overall school population.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Red

English Learner Progress



Red

College/Career



Green

Conclusions based on this data:

- 1. Graduation Rate and College/Career were the highest-rated indicators in both 2022-23 and 2023-24.
- 2. English Learner Progress declined from yellow in 2022-23 to red in 2023-24.
- 3. English Language Arts performance stayed consistent at the orange level in both 2022-23 and 2023-24.

School and Student Performance Data

Academic Performance English Language Arts

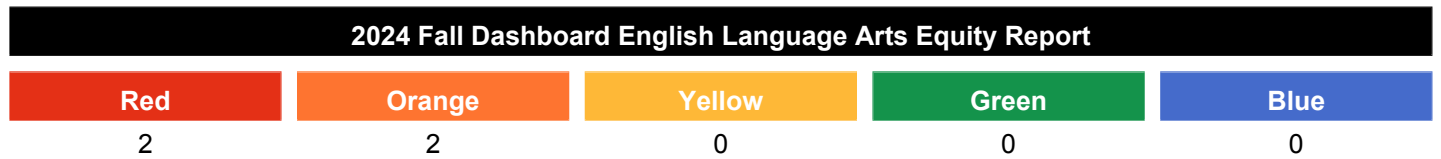
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>41.6 points below standard</div> <div>Maintained 0.4 points</div> <div>392 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>116.1 points below standard</div> <div>Increased 18.7 points</div> <div>124 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>125.1 points below standard</div> <div>Increased 21.2 points</div> <div>98 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>53.6 points below standard</div> <div>Maintained 0.2 points</div> <div>330 Students</div>

Students with Disabilities  Orange 126.0 points below standard Increased 8.5 points 58 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Red 48.0 points below standard Maintained 1.3 points 360 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 1.7 points above standard Declined 17.1 points 17 Students

Conclusions based on this data:

1. English Learners showed growth, moving from Red in 2023 with 134.8 points below standard, to Orange in 2024 with 116.1 points below standard, gaining 18.7 points.
2. Students with Disabilities stayed in the Red category from 2023 to 2024, but their performance improved from 134.5 points below standard in 2023 to 126 points below standard in 2024, a gain of 8.5 points.
3. Overall, the number of student groups in the Red category decreased from 4 in 2023 to 2 in 2024, indicating improvement in at least two student groups moving up a performance level.

School and Student Performance Data

Academic Performance Mathematics

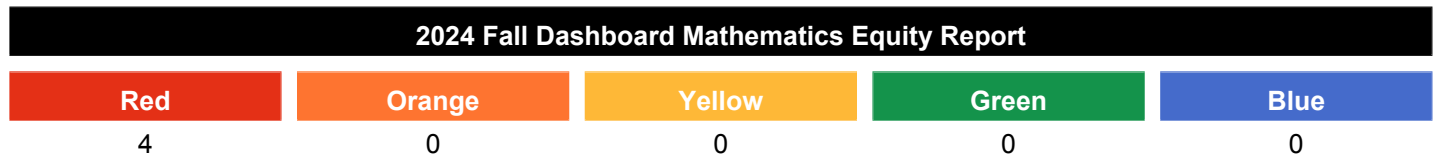
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>138.2 points below standard</div> <div>Declined 12.6 points</div> <div>396 Students</div>	<div>English Learners</div> <div> Red</div> <div>205.9 points below standard</div> <div>Declined 11.6 points</div> <div>127 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>215.5 points below standard</div> <div>Declined 5.5 points</div> <div>99 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>147.0 points below standard</div> <div>Declined 10.5 points</div> <div>333 Students</div>

Students with Disabilities  Red 212.4 points below standard Declined 5.8 points 59 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Red 141.5 points below standard Declined 10.2 points 363 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 107.2 points below standard Declined 56.1 points 17 Students

Conclusions based on this data:

1. The number of student groups in the Red performance band rose from 0 in 2023 to 5 in 2024, signaling a schoolwide drop in math proficiency.
2. English Learners declined from Orange to Red, with scores dropping from 194.3 points below standard in 2023 to 205.9 points below in 2024, a decrease of 11.6 points.
3. Students with Disabilities also dropped from Orange to Red, falling from 206.5 points below standard in 2023 to 212.4 in 2024, with a decline of 5.9 points

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
31.3% making progress.	33% making progress.
Number Students: 329 Students	Number Students: 291 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.6%	39.8%	0%	31%

Conclusions based on this data:

1. The percentage of English Learners making progress toward English proficiency dropped from 40.2% in 2023 to 31% in 2024, showing a decline of 9.2 percentage points and a shift from a Yellow to a Red performance level.
2. The percentage of students who maintained their lower ELPI levels increased from 133 students (approx. 36.6%) in 2023 to 39.8% in 2024, reflecting a slight increase in students not showing growth.
3. In 2023, 5 students maintained ELPI Level 4, while in 2024, 0 students did, highlighting a complete loss in this highest performance group.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

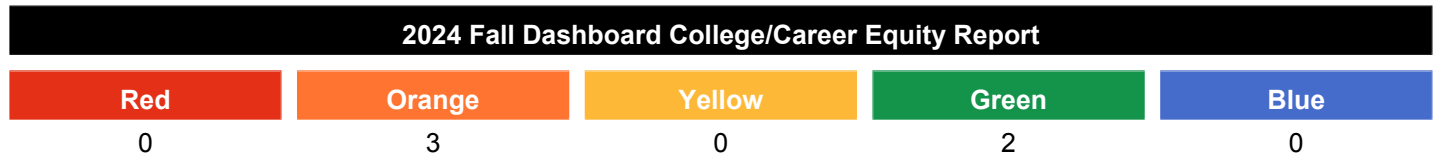
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>53.2 Prepared</div> <div>Increased 5.3</div> <div>391 Students</div>	<div>English Learners</div> <div> Orange</div> <div>28.7 Prepared</div> <div>Declined 2.3</div> <div>87 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>31.5 Prepared</div> <div>Declined 4.1</div> <div>73 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students 0</div> <div>8 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>25 Prepared</div> <div>Declined 21.7</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>51.3 Prepared</div> <div>Increased 4.3</div> <div>357 Students</div>

Students with Disabilities  Orange 26.9 Prepared Declined 8.8 52 Students	African American  No Performance Color Less than 11 Students 0 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 53.6 Prepared Increased 6.5 349 Students
Two or More Races  No Performance Color Less than 11 Students 0 3 Students	Pacific Islander  No Performance Color Less than 11 Students 0 2 Students	White  No Performance Color 57.1 Prepared Increased 9.8 21 Students

Conclusions based on this data:

1. The percentage of all students considered "Prepared" increased from 47.9% in 2023 to 53.2% in 2024, showing a positive shift of +5.3 percentage points.
2. The percentage of socioeconomically disadvantaged students marked as "Prepared" rose from 47% in 2023 to 51.3% in 2024, with an increase of +4.3 percentage points.
3. Hispanic students experienced improvement, increasing from 47.1% "Prepared" in 2023 to 53.6% in 2024, reflecting a +6.5 percentage point gain.

School and Student Performance Data

Academic Engagement Graduation Rate

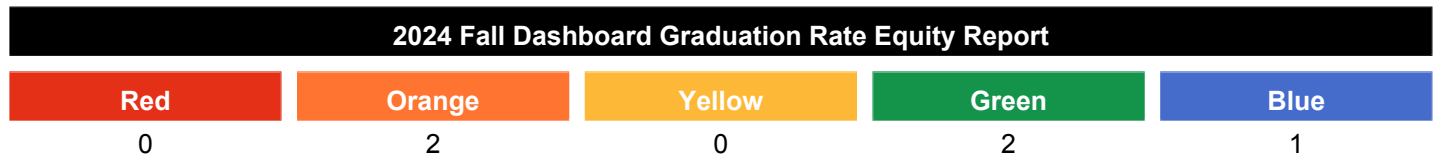
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>94.7% graduated</div> <div>Maintained 0.2%</div> <div>394 Students</div>	<div>English Learners</div> <div> Orange</div> <div>83.1% graduated</div> <div>Declined 5.5%</div> <div>89 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>89.2% graduated</div> <div>Declined 1.2%</div> <div>74 Students</div>
<div>Foster Youth</div> <div> No Performance Color Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>91.7% graduated</div> <div>Declined 1.7%</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>94.4% graduated</div> <div>Maintained 0.7%</div> <div>360 Students</div>

Students with Disabilities  Green 90.7% graduated Increased 4.8% 54 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 95.2% graduated Maintained 0.3% 352 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  No Performance Color 90.5% graduated Increased 1% 21 Students

Conclusions based on this data:

1. Jurupa Valley High School maintained a strong overall graduation rate for all students, with 94.8% graduating in 2023 and 94.7% in 2024—a minimal change of just -0.1%.
2. Students identified as socioeconomically disadvantaged continued to graduate at high rates, with a slight decline from 95.2% in 2023 to 94.4% in 2024.
3. In 2023, 88% of students with disabilities graduated. In 2024, that number rose to 90.7%, an increase of 2.7 percentage points.

School and Student Performance Data

Conditions & Climate Suspension Rate

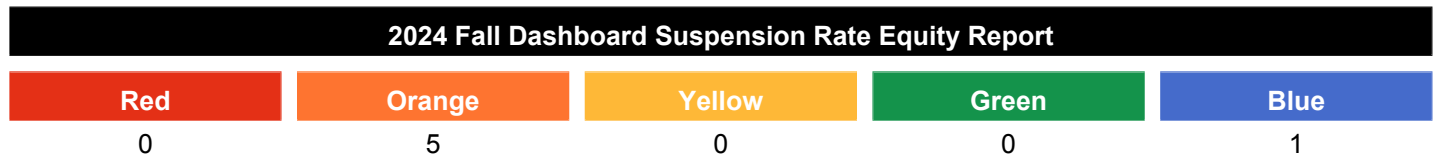
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>3.5% suspended at least one day</div> <div>Maintained 0.1%</div> <div>1756 Students</div>	<div>English Learners</div> <div> Orange</div> <div>4.3% suspended at least one day</div> <div>Increased 1.2%</div> <div>467 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>4.8% suspended at least one day</div> <div>Increased 1.2%</div> <div>393 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>22.2% suspended at least one day</div> <div>Increased 7.9%</div> <div>18 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 19%</div> <div>27 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>3.8% suspended at least one day</div> <div>Increased 0.4%</div> <div>1501 Students</div>

Students with Disabilities  Orange 7.8% suspended at least one day Maintained 0% 244 Students	African American  No Performance Color 11.5% suspended at least one day Increased 7.2% 26 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Orange 3.6% suspended at least one day Increased 0.3% 1575 Students
Two or More Races  No Performance Color 6.9% suspended at least one day Increased 4.3% 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Blue 0% suspended at least one day Declined 6.5% 86 Students

Conclusions based on this data:

1. In 2024, 3.5% of all students were suspended at least one day, a slight increase of 0.1% from 2023, when 3.3% of students were suspended.
2. Homeless students saw a dramatic improvement, with suspensions dropping from 19% in 2023 to 0% in 2024.
3. Socioeconomically Disadvantaged students had a slight increase in suspensions, from 3.4% in 2023 to 3.8% in 2024.

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 in place, with a continued focus on expanding Dual Enrollment and CTE course enrollment for English Learners (ELs) and Students with Disabilities (SWDs). Efforts to implement equitable grading practices, support grading calibration, and facilitate ongoing conversations around reducing D/F rates will continue. Additionally, a school-wide approach to QTEL and WICOR strategies will be used to support student self-regulation and promote ownership of learning. The Link Crew program will also continue to provide transition support for incoming ninth-grade students. While these efforts align with all three LCAP goals, they will primarily support Goal 1: College and Career Readiness.

California School Dashboard 2024. Overall Performance Indicators:

ELA: Orange

Math: Red

English Learner Progress: Red

Graduation Rate: N/A – Performance Level: Green

College and Career: N/A – Performance Level: Green

Performance Two or More Levels Below “All Students” Group:

Graduation Rate: All Students = GREEN. English Learners, Long term English Learners, Students with Disabilities = ORANGE

College and Career: All Students = GREEN. English Learners, Long term English Learners, Students with Disabilities = ORANGE

ELA: Hispanic, Socioeconomically Disadvantaged = Red; English Learners, Long-Term English Learners, Students with Disabilities = Orange

Math: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities = Red

English Learner Progress: English Learners and Long-Term English Learners = Red

Locally Collected Data and Additional Needs

In addition to Dashboard data, JVHS has identified other needs through locally collected data. JVHS will continue to implement Social-Emotional Learning (SEL) and mental health supports, bolstered by services from the Wellness Center and Community Schools. Administration and staff will also continue to seek new ways to engage families, including distributing flyers and promoting opportunities for parent involvement at school events. JVHS remains committed to setting and achieving goals that improve student academic performance across all content areas, with a continued emphasis on English Language Arts and Math. These priorities are reflected in Goal #1 of the LCAP (College and Career Readiness), particularly with focused supports for SWDs 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)	All Students: -41.6 English Learners: -116.1 Long-Term English Learners: -125.1 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -53.6 Students with Disabilities: -126 African American: N/A Asian: N/A Filipino: N/A Hispanic: -48 Native Hawaiian or Pacific Islander: N/A White: 1.7 Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -31 English Learners: -106 Long-Term English Learners: -115 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -43 Students with Disabilities: -116 African American: N/A Asian: N/A Filipino: N/A Hispanic: -38 Native Hawaiian or Pacific Islander: N/A White: 0 Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -138.2 English Learners: -205.9 Long-Term English Learners: -215.5 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -147 Students with Disabilities: -212.4 African American: N/A Asian: N/A Filipino: N/A Hispanic: -141.5 Native Hawaiian or Pacific Islander: N/A White: -107.2 Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -120 English Learners: -195 Long-Term English Learners: -205 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -137 Students with Disabilities: -202 African American: N/A Asian: N/A Filipino: N/A Hispanic: -131 Native Hawaiian or Pacific Islander: N/A White: 97 Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 31.3% Status Level: Red	Expected Percentage of English Learners making progress: 41% Expected Status Level: Orange
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 5.87%	Percentage of English Learners Reclassified: 10%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students All Students: 41.87% English Learners: 8.60% Long-Term English Learners: 11.76%	Percentage of students: All Students: 51% English Learners Long-Term English Learners: 21%

	<p>Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 37.83% Students with Disabilities: 20.69 African American: N/A Asian: N/A Filipino: N/A Hispanic: 40.59% Native Hawaiian or Pacific Islander: N/A White: 53.33% Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 47% Students with Disabilities: 30% African American: N/A Asian: N/A Filipino: N/A Hispanic: 50% Native Hawaiian or Pacific Islander: N/A White: 63% Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
<p>P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in math</p>	<p>Percentage of students All Students: 12.01% English Learners: 0.0% Long-Term English Learners: 0.0% Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 9.33% Students with Disabilities: 1.72% African American: N/A Asian: N/A Filipino: N/A Hispanic: 11.53% Native Hawaiian or Pacific Islander: N/A White: 12.50% Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students All Students: 22% English Learners: 10% Long-Term English Learners: 10% Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 19% Students with Disabilities: 11% African American: N/A Asian: N/A Filipino: N/A Hispanic: 21% Native Hawaiian or Pacific Islander: N/A White: 22% Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
<p>P4: Completion Rate of CTE Course Pathways (CASDB)</p>	<p>Percentage of students All Students: 34.5% African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 34.7% Pacific Islander: N/A White: 47.6% Two or More Races: N/A English Learners: 27.0% Socioeconomically Disadvantaged: 33.3% Students with Disabilities: 25.9% Foster Students: N/A Homeless Students: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students All Students: 44% African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 44% Pacific Islander: N/A White: 57% Two or More Races: N/A English Learners: 37% Socioeconomically Disadvantaged: 43% Students with Disabilities: 35% Foster Students: N/A Homeless Students: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>

LCFF Priority 4: Percentage of students who met CCI "Prepared" criteria via a score of 3 or higher on two Advanced Placement (AP) exams	<p>Percentage of students</p> <p>All Students: 13.9%</p> <p>African American: N/A</p> <p>American Indian: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 13.4%</p> <p>Pacific Islander: N/A</p> <p>White: 25.0%</p> <p>Two or More Races: N/A</p> <p>English Learners: 4.0%</p> <p>Socioeconomically Disadvantaged: 12.0%</p> <p>Students with Disabilities: 0.0%</p> <p>Foster Students: N/A</p> <p>Homeless Students: 33.3%</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students</p> <p>All Students: 23%</p> <p>African American: N/A</p> <p>American Indian: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 23%</p> <p>Pacific Islander: N/A</p> <p>White: 35%</p> <p>Two or More Races: N/A</p> <p>English Learners: 14%</p> <p>Socioeconomically Disadvantaged: 22%</p> <p>Students with Disabilities: 10%</p> <p>Foster Students: N/A</p> <p>Homeless Students: 43%</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)	<p>Percentage of students</p> <p>All Students: 23.1%</p> <p>African American: N/A</p> <p>American Indian: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 23.3%</p> <p>Pacific Islander: N/A</p> <p>White: 38.1%</p> <p>Two or More Races: N/A</p> <p>English Learners: 13.5%</p> <p>Long-Term English Learners: 16.2%</p> <p>Socioeconomically Disadvantaged: 22.2%</p> <p>Students with Disabilities: 7.4%</p> <p>Foster Students: N/A</p> <p>Homeless Students: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students</p> <p>All Students: 33%</p> <p>African American: N/A</p> <p>American Indian: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 33%</p> <p>Pacific Islander: N/A</p> <p>White: 48%</p> <p>Two or More Races: N/A</p> <p>English Learners: 23%</p> <p>Long-Term English Learners: 26%</p> <p>Socioeconomically Disadvantaged: 32%</p> <p>Students with Disabilities: 17%</p> <p>Foster Students: N/A</p> <p>Homeless Students: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
P5: Graduation Rate	<p>Percentage of students</p> <p>All Students: 94.7%</p> <p>English Learners: 83.1%</p> <p>Long-Term English Learners: 89.2%</p> <p>Foster Youth: N/A</p> <p>Homeless: 91.7%</p> <p>Socioeconomically Disadvantaged: 94.4%</p> <p>Students with Disabilities: 90.7%</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Hispanic: 95.2</p> <p>Native Hawaiian or Pacific Islander: N/A</p> <p>White: 90.5%</p> <p>Two or More Races: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students.</p>	<p>Percentage of students</p> <p>All Students: 99%</p> <p>English Learners: 91%</p> <p>Long-Term English Learners: 94%</p> <p>Foster Youth: N/A</p> <p>Homeless: 96%</p> <p>Socioeconomically Disadvantaged: 99%</p> <p>Students with Disabilities: 95%</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Hispanic: 99%</p> <p>Native Hawaiian or Pacific Islander: N/A</p> <p>White: 95%</p> <p>Two or More Races: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students.</p>

	Data for less than 11 students is not reported to protect student privacy.	Data for less than 11 students is not reported to protect student privacy.
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 83.15% Math: 78.45% Social Science: 86.25% Physical Science: 73.96% Life Science: 86.65%	Percentage of students passing with a C or better on Semester 1 report card: ELA: 88% Math: 83% Social Science: 91% Physical Science: 78% Life Science: 91%

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	<p>Academic support via acceleration, prevention, remediation, and intervention: Academic support via acceleration, prevention, remediation, and intervention (focus on sub-groups):</p> <p>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).</p> <p>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).</p> <p>c. Support English Learners and Students with Disabilities - KUTA, IXL Learning, Vocab.com, Lightbox, Edpuzzle, and additional software/online supplementary programs to support students' language acquisition and academic progress as a schoolwide strategic focus.</p> <p>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).</p> <p>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.</p>	All Students	<p>18,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Gap Materials and Supplies and other Supplementary Materials (g.)</p> <p>10,230.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Marketing/Communication printing/postage.</p> <p>14,900.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Subs for teacher collaboration time (e.)</p> <p>2000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Gap Materials and Supplies and other Supplementary Materials online (g.)</p> <p>579,898 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries</p> <p>13141.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures</p>

	<p>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 intensive interventions arises. Students may receive differentiated instruction based upon a tiered pyramid of interventions (district funded).</p> <p>g. Department and program supplies/materials to support student learning.</p> <p>h. Additional administrative and staff support to support curriculum and instruction via academic student support.</p>		<p>Computer Aided/Online Supplementary Curriculum/materials (c.)</p> <p>247,617 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Assistant Principal Salary (h.)</p> <p>108,694 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Assistant Principal Secretary Salary (h.)</p>
1.2	<p>a-g Support a-g Support: To enhance college and career exploration and increase the percentage of students completing a-g requirements we will:</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>f. Identify (teacher/counselor recommendations, assessment scores, etc.) GATE/AP/Honors</p>	All Students	<p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Support a-g events held in the evening (d.)</p> <p>371,808 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Career Center Counselor/Counselors Salaries (b.)</p> <p>12012.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Marketing/Communication printing/postage.</p>

	<p>students and increase their participation in AP coursework and DE (District-funded).</p> <p>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).</p> <p>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).</p> <p>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).</p>		
1.3	<p>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.</p> <p>a. Provide supplemental funding to support 7:1 AVID tutors.</p> <p>b. Continue support of AVID teacher professional development with funding to attend required conferences as needed.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>f. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas.</p>	All Students	<p>10,000.00 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries AVID Tutors (a.)</p> <p>2,000.00 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries AVID PD sub costs (b.)</p> <p>10000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries AVID tutors (a.)</p> <p>21,732.00 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures Transportation for AVID field trips (h.)</p> <p>4,000.00 LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries Substitutes for AVID or other curriculum related field trips (c.)</p> <p>5,847.00 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries AVID tutors (a.)</p>

	<p>g. AVID Membership consultant and AVID Certification (District Funded).</p> <p>h. Supplement cost of transportation for AVID field trips as needed.</p> <p>i. Continue to provide AVID students with an AVID trained and dedicated counselor to support consistency with the program as well as with messaging.</p>		<p>5108 Title I Basic -- 3010 5800: Professional/Consulting Services And Operating Expenditures AVID tutors FWS (a.)</p>
1.4	<p>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.</p> <p>a. Provide one three-hour Bilingual Tutor to serve EL students in the classroom.</p> <p>b. Renew contract(s) for English Language Development materials/software, provide materials and computer applications as needed to support EL students.</p> <p>c. Instructional Rounds facilitated by EL experts from Language Services.</p> <p>d. Support cost of ELAC meetings after school hours or other supports for EL parents.</p> <p>e. Support a schoolwide strategic focus for EL collaboration including special educators and general education teachers.</p> <p>f. Organize and conduct ELAC meetings, obtain speakers, provide translation and interpretation. Present SPSA findings with ELAC to solicit feedback/input (annually).</p> <p>g. Addition of Norco Dual Enrollment ELD Course to increase college and career readiness for EL students (District-funded).</p> <p>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.</p> <p>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).</p>	EL Students	<p>1,456 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 3 hr. Bilingual Language Tutor Salary (a.)</p> <p>27,662 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries 3 hr. Bilingual Language Tutor Salary (a.)</p> <p>1000 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Subs for teacher collaboration to support EL student academic progress. (e.)</p> <p>5760 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures Supplemental materials / software to support EL (b.)</p> <p>722 Title III LEP -- 4203 4000-4999: Books And Supplies Instructional materials</p> <p>1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies ELAC and parent meeting supplies (d.)</p>

	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)		
1.5	<p>AP courses Increase the number of students enrolled in AP course offerings.</p> <p>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.</p> <p>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.</p> <p>c. Continue funding for AP teachers to offer practice exams/study sessions during Saturday School and after school hours (ELO funded).</p> <p>d. Supplemental supplies/materials to support AP courses.</p>	All Students	<p>2,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures AP conference teacher travel requests (a.)</p> <p>3000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Gap Materials and Supplies and other Supplementary Materials (d)</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries AP test prep tutoring in addition to ELO (c.)</p>
1.6	<p>CTE Pathways Support Create new pathways and refine older pathways to meet new CTEIG requirements (Funded using CTE & CTEIG funding sources).</p> <p>a. Continue (funding) support for overnight trips (lodging), fair/livestock projects.</p> <p>b. Continue funding for CTE support materials.</p> <p>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.</p> <p>d. Increase student certifications/articulation via CTE pathways for both construction and transportation pathways.</p> <p>e. Continue to provide necessary equipment and care of agriscience animals and plants.</p> <p>f. Continue to establish partnership travel costs or other associated costs to build partnerships and internships with local businesses.</p> <p>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.</p>	All Students	

	<p>h. Materials to strengthen CTE pathways for alignment to workforce.</p> <p>i. Professional development as needed/required to support relevance and rigor of CTE pathways.</p> <p>j. Implement and support the new First Responder/Patient Care CTE pathway by providing appropriate curriculum, equipment, instructional materials, and professional development to ensure student access to industry-aligned learning experiences.</p>		
1.7	<p>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.</p> <p>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).</p> <p>b. Strengthen Collaboration Teams to include evidence walks and add more culturally relevant lessons and materials.</p> <p>c. Continue regular observation time in classrooms with same-day feedback to teachers by admin with a specific focus on EL and SWD.</p> <p>d. Substitute Teachers to allow the teacher to attend PD/Competitions.</p> <p>e. Professional learning on equitable teaching/grading practices that encourage students to focus on mastery of learning versus grades.</p> <p>f. Provide ongoing professional development opportunities to support instructional practices and staff growth.</p>	All Students	<p>10000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub Costs for Team and Staff Collaboration (a., b., c., d., and e.)</p>
1.8	<p>Digital Gateway (DG) support & implementation Digital Gateway (DG) support & implementation:</p> <p>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).</p>	All Students	
1.9	<p>Textbooks & Enrichment materials Textbooks & Enrichment materials</p>	All Students	<p>7,500.00 Title I Basic -- 3010 4000-4999: Books And Supplies</p>

<p>a. Ensure each student has a textbook for courses (District-funded).</p> <p>b. Supplemental Curriculum gap materials to support core classes to enhance access to the curriculum.</p> <p>c. Support increased efficacy in the use of new textbooks in all core subject areas, including LOTE.</p> <p>d. Support Library Technician to ensure textbook orders are updated to ensure all students have access to textbooks.</p> <p>e. New Dual Immersion program launching this year. Funds will be used to purchase books, materials, and supplies needed to start and support the program.</p>	<p>Supplemental materials to support students academic success with new textbook adoptions. (b. c. and e.)</p> <p>93,184 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary (d.)</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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.

This year, JVHS implemented effective academic support initiatives focused on acceleration, prevention, remediation, and intervention for English Learners (ELs), Students with Disabilities (SWDs), and at-risk students. Link Crew expanded its support for incoming 9th graders with activities such as campus tours and CTE exposure, while the master schedule was strategically designed to offer targeted support through JOLT courses and Extended Learning Opportunities (ELO), including tutoring, Saturday School, and AP preparation.

College and career readiness was strengthened through Career Center and counselor-led efforts, including parent information nights, FAFSA workshops, and campus-wide events. These efforts helped increase A–G completion and student awareness of postsecondary opportunities.

AVID program enhancements included the use of on-site tutors, teacher training, college field trips, and a dedicated AVID counselor—all contributing to stronger academic support and higher student engagement.

For ELs, we provided a bilingual tutor, updated ELD materials, and hosted instructional rounds and ELAC meetings with translation services. The EL Facilitator led trainings and coordinated ELPAC testing, including an ELPAC Bootcamp to boost test readiness. Teachers also received ongoing QTEL training and peer coaching to improve inclusive instruction.

AP course access expanded through professional learning opportunities for teachers and increased exam participation, supported by no-cost AP exams and funding for after-school study sessions and Saturday practice tests.

Collectively, these strategies supported academic achievement and promoted equitable access across all student groups.

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

This year, several adjustments were made to the implementation and funding of planned strategies and activities, reflecting both new opportunities and budgetary constraints.

One of the most significant additions was the launch of the IBEW Pre-Apprenticeship Electrician Program, offered after school in partnership with IEETC. This program provided students with direct exposure to the electrical trade and real-world career pathways. In our Auto CTE pathway, we received two new electric vehicles, and the instructor began professional development to align instruction with emerging industry standards. We also introduced a new Photography CTE pathway, expanding student access to career technical education.

Tutoring support was offered Monday through Friday after school, with Thursday sessions held before school. This extended learning opportunity was funded through Community Schools and provided consistent academic support. Additionally, we implemented Next Level Saturday School to help students prepare for the CAASPP assessment. These sessions included student incentives such as giveaways and catered lunches, boosting participation and engagement.

Due to a decrease in funding, the number of AVID field trips was reduced, and professional development opportunities outside of district-sponsored events were limited. Staffing changes also impacted implementation, with a reduction in counseling staff from five counselors to four. Caseloads were reassigned, designating one counselor to oversee AVID students while the remaining counselors' caseload is alpha-based.

This year, certificated and classified staff received a 2% salary increase, along with a one-time 3% payout, which were not originally budgeted for.

Using AMS funds, we also made significant investments in our Arts and Music programs. We purchased new materials and supplies to support instruction and enrichment. In addition, we hired a percussion coach, marching band coach, vocal coach, pianist, and musical/production coach to enhance student performance opportunities. We are also in the process of hiring a Theater Tech/Stage Tech, further supporting the growth and quality of our performing arts programs.

These changes reflect a strategic response to student needs, emerging opportunities, and shifting resources—all while maintaining a commitment to high-quality instruction and comprehensive student support.

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.

Graduation Requirement Revision:

Beginning in the 2025–2026 school year, Healthy Living will no longer be required as a standalone course for graduation. This aligns with updated state guidelines, as health content will now be embedded within science or physical education courses. This change increases student flexibility and allows more room in student schedules for college and career readiness courses, supporting a broader and more relevant course of study.

Introduction of Dual Immersion Program:

JVHS will launch a Dual Immersion program for incoming 9th graders. To support this initiative, the school may allocate funding for instructional materials, bilingual books, and professional development for designated staff. This addition reflects our commitment to meeting the needs of our multilingual learners and expanding access to high-quality, culturally inclusive instruction.

CTE Pathway Realignment:

The Photography CTE pathway will be dissolved to make room for a new, more in-demand program. Students are currently being surveyed to gather data and input, ensuring that the next pathway introduced reflects student interests and labor market needs. This shift supports the continuous improvement and relevance of our CTE offerings.

Expansion of Arts and Music Programs:

In addition to changes in CTE, JVHS will also expand its arts and music programs by adding a new program, with the specific focus to be determined based on student needs and interest. This expansion will ensure that students have increased access to creative and expressive opportunities as part of a well-rounded education. This program will be funded through AMS funds.

These changes will be reflected in the SPSA under strategies related to course access, CTE and VAPA development, and college and career readiness, as well as metrics tied to graduation, student engagement, and program participation.

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.

California School Dashboard 2024. Overall Performance Indicators:

Suspension Rate: 3.5% = Yellow

Performance Two or More Levels Below "All Students" Group:

Suspension Rates: 3.5 % All Students = YELLOW. English Learners, Hispanic, Long term English Learners, Socioeconomically Disadvantaged, Students with Disabilities = ORANGE

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: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting ""Good Repair"" status: 99% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	Grade 9: 90.28% Grade 10: 89.78% Grade 11: 89.65% Grade 12: 88.4% English Learners: 87.8% Foster: 91.6%	Grade 9: 94% Grade 10: 93% Grade 11: 93% Grade 12: 93% English Learners: 91% Foster: 95%

	McKinney-Vento: 90.6% Special Education: 86.5% Source: Student Information System P-2 report	McKinney-Vento: 94% Special Education: 90% Source: Student Information System P-2 report
LCFF Priority 6: Pupil Suspension Rate	All Students: 3.5% English Learners: 4.3% Long-Term English Learners: 4.8% Foster Youth: 22.2% Homeless: 0.0% Socioeconomically Disadvantaged: 3.8% Students with Disabilities: 7.8% African American: 11.5% Asian: 0.0% Filipino: N/A Hispanic: 3.6% Native Hawaiian or Pacific Islander: N/A White: 0.0% Two or More Races: 6.9% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 1% English Learners: 2% Long-Term English Learners: 2% Foster Youth: 20% Homeless: 0% Socioeconomically Disadvantaged: 1% Students with Disabilities: 5% African American: 9% Asian: 0% Filipino: N/A Hispanic: 1% Native Hawaiian or Pacific Islander: N/A White: 0% Two or More Races: 4% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 57% Source: Data Quest 2023-24	All Students: 47%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 56% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 66% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community 40% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community 50% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 50% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 60% Source: Panorama Student Survey
P5: High School dropout rates	Percentage of 4-year cohort students who dropped out: 3.3% Source: DataQuest 2023-24	Percentage of 4-year cohort students who dropped out: 1%

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	<p>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:</p> <p>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.</p> <p>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.</p> <p>c. Increase student celebrations for positive choices. Select, purchase, and order MTSS support materials and student incentives to reward positive behavior for students exhibiting positive behaviors with self-regulation/discipline and school attendance.</p> <p>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.</p> <p>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).</p> <p>f. Continue to design and issue eye-catching shirts/sweatshirts for easy identification of campus supervisors (allowance per campus supervisor--district funded).</p>	All Students	<p>3000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for PD release time (d. and i.)</p> <p>1000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Purchase MTSS Resource materials and student incentives (c.)(4300)</p>

	<p>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).</p> <p>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).</p> <p>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).</p> <p>j. Continue to offer safe spaces such as identifying offices/classrooms with LGBTQI+ badges, etc. Create opportunities for increased inclusivity of LGBTQI+ students.</p>		
2.2	<p>Safety Equipment & Supplies Provide sufficient emergency items and appropriate storage of items.</p> <p>a. Update safety items/procedures for School Safety Plan (as needed) and gain annual approval from School Site Council.</p> <p>b. Follow FEMA guidelines to purchase essential emergency response equipment and supplies for HS (as needed).</p> <p>c. Professional development for all staff regarding lockdowns, security alerts, active shooter, earthquakes, fire. SRO and SMA Office will conduct drug awareness presentations for students, staff, and community members.</p> <p>d. Continue to provide adequate campus security through supervision, transportation, communication, Raptor System, and staff professional development.</p>	All Students	<p>1500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Purchase needed supplies (a.)</p> <p>14,700.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Campus security (d.)</p>
2.3	<p>Updated Equipment, Supplies, & Facility repairs/improvement Safety Equipment, Supplies, & Facility repairs/improvement</p>	All Students	<p>38828.00 LCFF Suppl/Conc -- 0707 6000-6999: Capital Outlay Athletic and PE replacement/updating equipment (a.)</p>

	<p>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 such as Gym Scoreboards and Touchpads for pool (touchpads for swim--required for CIF qualification).</p> <p>b. Provide an additional gathering place that allows students/staff/parents to safely congregate inside and outdoors.</p> <p>c. Continue to improve conditions for PE students/athletes in and around the gym.</p> <p>d. Enhance and/or create shade for students and community members (ex: baseball/softball fields)--funded by ESSER.</p> <p>e. Obtain estimates and prioritize non-PE/Athletic (equipment, supplies, repairs/improvements) needs.</p> <p>f. Continue to add to positive learning environment with plants, posters, signs of inclusion.</p>		<p>5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Campus Beautification (f.)</p>
2.4	<p>Continue to increase health services for students Continue to increase health services for students:</p> <p>a. On-site behavioral health therapist and peer specialist to support students' social emotional needs (district funded).</p> <p>b. Support students and parents with the Community School Wellness Center (Community School funded).</p> <p>c. One health care aide to staff the Health Office (district funded).</p>	All Students	<p>68,964 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Care Aide Salary (c.)</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year, JVHS effectively addressed student behavior through a multi-tiered approach that emphasized restorative practices, relationship-building, and positive reinforcement. In lieu of suspension, students were provided with a range of alternative behavioral support programs, including Youth Court, the Jag Reset Room (staffed by a full-time substitute teacher), lunch detention, behavioral contracts, and conflict resolution meetings. Small group counseling sessions, such as Seeking Safety, and individual support with our substance abuse counselor were also offered. These interventions promoted student reflection, restored trust between students and staff, and helped reduce the use of exclusionary discipline.

We also utilized Community Schools resources, including the Wellness Center and PICO referrals, to support students with on-campus interventions. Students with disabilities, including those with 504 plans, accessed the Academic Support Center as needed. Counselors worked closely with students struggling with chronic behavior or truancy by providing guidance, documenting interventions in Q, and scheduling SART meetings with students and families to develop supportive action plans.

To recognize and promote positive behavior, we expanded our incentive efforts by purchasing and distributing rewards for students who demonstrated self-regulation, consistent attendance, and respectful behavior. These included MTSS support materials and a variety of recognition items. In March, we held a Perfect Attendance / Improved Attendance Recognition Event, where In-N-Out meals were provided to students with perfect or improved attendance and their families. This event was funded through a county grant we received and Community Schools.

Staff continued to receive SEL-focused professional development, with funding for substitutes to support participation. We also hosted a two-day Restorative Circles training at JVHS, which was open to both certificated and classified staff. In September, we promoted Attendance Awareness Month with weekly incentives, helping foster a schoolwide culture of improved attendance and engagement.

Our Campus Supervisors received ongoing training in areas such as de-escalation techniques, systematic supervision, and restroom monitoring, led by our SRO and the District Administrator of Student Services and Accountability. They also attended JUSD trainings, participated in weekly team meetings facilitated by the SMA Assistant Principal and SRO, and received cross-training to ensure consistent supervision practices. To support campus safety and visibility, each campus supervisor was issued three custom JVHS polos for easy identification.

Students also participated in the annual Digital Citizenship lessons, which aimed to promote safe and responsible use of social media and digital platforms.

In terms of emergency preparedness, we updated our School Safety Plan in alignment with current needs and received annual approval from the School Site Council, reinforcing a shared commitment to safety. Emergency response equipment and supplies were updated to ensure the campus remained well-stocked and ready for a variety of situations. Staff participated in targeted professional development on safety protocols, including lockdowns, fire evacuations, earthquake drills, and an active shooter training led by our SRO. These trainings significantly boosted staff confidence and preparedness in responding to emergencies.

Additionally, the SRO and SMA Office delivered drug awareness presentations to students, staff, and families, supporting schoolwide efforts to prevent substance use and promote overall student well-being. Campus safety was further reinforced through consistent supervision, the strategic use of the Raptor Visitor Management System, and a culture of vigilance across the campus.

Together, these comprehensive strategies significantly improved school climate, enhanced student accountability, and fostered a culture of equity, empathy, and respect throughout JVHS.

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

This year, several adjustments were made to the intended implementation and expenditures, reflecting shifts in focus and the introduction of new schoolwide initiatives aimed at strengthening student support, engagement, and school culture.

One significant change was the reset of our MTSS (Multi-Tiered System of Supports) implementation. Rather than continuing from previous years, we returned to Year 1 implementation and established a new COST/Attendance/MTSS Committee, which merged our existing COST and Attendance teams. This new committee includes a broad range of stakeholders, such as administrators, campus supervisors, teachers, and counseling staff, and focuses on developing a comprehensive system of support for students. As part of this transition, the team received introductory MTSS training from RCOE, helping to build foundational knowledge and practices across our school.

Another shift in implementation involved our student recognition efforts. This year, we launched a focused campaign to celebrate students who demonstrated our PRIDE values, aligned with our student learning outcomes. Each month highlighted one of the PRIDE letters—for example, in August we focused on "P" for Persistence. Teachers from each department nominated one student who exemplified the value, and nominees were later honored at our semester-end PRIDE Award Ceremonies. This marked a change from past years, where only one ceremony was held at the end of the year. Now, we hold a ceremony at the end of each semester, recognizing students for achievements such as improved

GPA, improved attendance, improved citizenship, reclassification, Jag PRIDE Student of the Month, and 4.0 GPA Excellence. Families were invited to celebrate alongside their students, fostering stronger school-home connections.

In addition, we introduced several new schoolwide events that were not originally planned or budgeted for. We hosted our first-ever JagChella Music Festival and Resource Fair, a major success that welcomed approximately 500 attendees, including students, families, and community partners. During Back to School Night, we expanded engagement efforts by including live entertainment, a taco vendor (free tacos for the first 50 families), and club fundraising booths selling food and school gear. The event had a strong turnout and was praised for its high level of parent and student participation.

In January, we also launched our first Jag Registration Rush, an evening event designed to help families and students connect with clubs, athletic coaches, and special programs during the registration window. This event was well-attended and led to an increase in both parent engagement and student enrollment in school activities.

To further promote attendance improvement, in March, we celebrated students with perfect or improved attendance by bringing an In-N-Out truck to campus and hosting an award ceremony. Students and their families were invited to enjoy a meal and be recognized, reinforcing the importance of consistent attendance.

Additionally, we began sending daily automated calls to families of students who received one or more tardies each day. This change increased parent awareness and accountability regarding punctuality and helped reinforce the importance of being on time.

These changes in implementation, while not part of the original plan or budget, proved highly effective in building a safe, orderly, and inviting learning environment. The new initiatives not only enhanced student behavior and engagement but also strengthened the connection between home and school—aligning with our goal of creating a supportive and inclusive campus culture.

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.

As a result of this analysis, we will continue to implement key strategies that have proven effective in promoting a positive school culture and increasing student and family engagement. Specifically, we will maintain two PRIDE Award Ceremonies per year—one at the end of each semester—to celebrate students' academic, behavioral, and attendance achievements. Additionally, we will continue to host JagChella, our music festival and resource fair, as well as the Jag Registration Night, which supports student involvement and informs families about academic and extracurricular opportunities.

This year, we faced challenges with the pool pads order and were ultimately unable to complete the purchase. However, this remains a priority and will be carried over as an initiative for the upcoming school year. In addition, we plan to purchase new gym scoreboards using a combination of Community Schools and site funds.

Action item 2.3d: (Enhance and/or create shade for students and community members (ex, baseball/softball fields)--funded by ESSER) is removed due to no longer having ESSER funding.

These strategies will be reflected and updated in the SPSA under Goal 2: School Climate and Student Engagement, within the strategies/activities focused on student recognition, family engagement events, and inclusive school culture initiatives.

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.

JVHS will continue to intentionally promote monthly parent workshops, funded through Community Schools, to increase family engagement and provide meaningful support. We will also maintain partnerships with the Riverside University Health System to bring a mobile clinic on campus and with Volta Med to offer free sports physicals, helping eliminate barriers to student wellness and participation. These efforts will strengthen family-school connections and support student success.

The LCAP Parent Survey results indicate that the majority of parents have a positive perception of JVHS's efforts to engage and support families. Over 84% of parents feel encouraged to be active partners in their child's education, and 75% report that teachers clearly communicate learning expectations. Nearly 80% of respondents feel the school effectively communicates their child's progress and available support services. Additionally, 87.7% agree that staff is friendly, helpful, and inclusive of students from diverse backgrounds, while 93.4% feel welcomed when entering the school office.

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	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 84% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 90% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 88.9% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 93% Source: LCAP Staff Survey Winter 2025-26
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class." 75.1% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class." 81% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 87.3% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 92% Source: LCAP Staff Survey Winter 2025-26

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	27,414.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies

	<p>a. Evaluate school wide systems of support that promote safe choices with respect to MTSS, Link Crew, Kindness Campaigns, etc.</p> <p>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.</p> <p>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.)</p> <p>d. Provide transportation to enriching curriculum/competition/athletic related field trips as funding permits.</p> <p>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).</p> <p>f. Continue with outreach efforts including SART/SARB meetings and home visits.</p> <p>g. Continue to supplement costs of PRIDE Committee meetings and materials needed for student recognition and incentives.</p> <p>h. Continue to supplement costs of RISA Committee meetings and materials needed for restorative practices and student incentives.</p> <p>i. Continue funding of the Link Crew program including materials, supplies, extra hours for advisors as needed.</p> <p>j. Support Maker/Breaker Space hands-on activities in the library.</p>		<p>ASB Cards for all JVHS Students (b.)</p> <p>3000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Link Crew additional teacher compensation (i.)</p> <p>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.)</p> <p>26,800.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Transportation to enriching and engaging events (d.)</p> <p>2000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Link Crew training materials/supplies (i.)</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Maker/Breaker Space Items (j.)</p>
3.2	<p>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.</p> <p>a. Technology & WICOR training for support staff and training days.</p> <p>b. Team building for office support staff.</p>	All Students	<p>550.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Team building / support staff (b.)</p> <p>3500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</p>

	<p>c. Continue team building activities and professional development at faculty meetings.</p> <p>d. Office personnel participate in activities and meetings to increase unity and a positive work environment.</p> <p>e. Staff use of Parent Square and Canvas by individual teachers and the school as a whole.</p> <p>f. Organized presentation by SRO or expert to educate staff on concentrated wax (marijuana) use among students and the effects on our school community.</p> <p>g. Develop coaches by implementing routine seasonal evaluations and conducting coaches' meetings by season.</p> <p>h. Annual Jag Days to promote school pathways/programs/athletics and maintain or increase enrollment.</p> <p>i. Continue to provide all parents and staff with leadership opportunities through advisory committees.</p>		Marketing and supplies to run events (h.)
3.3	<p>Increase Community Engagement Increase Community Engagement:</p> <p>a. Offer informational workshops related to academics, a-g requirements, course registration.</p> <p>b. Offer parent training and student outreach based on on-site parent and student needs. Invite community resource vendors to parent-school events.</p> <p>c. Host an inviting and meaningful Awards Night to celebrate student success (grades 9-12) to increase student recognitions.</p> <p>d. Continue to conduct college application/FAFSA workshops.</p> <p>e. Continue to provide all parents with leadership opportunities through advisory committees.</p> <p>f. Develop various flyers with information about school and community resources for parents.</p> <p>g. Continue promoting parent use of Parent Connect to monitor their children's attendance and academic progress in classes.</p> <p>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</p>	All Students	<p>500.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Printing expenses to promote and market (b.)</p> <p>5256.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials, supplies for meetings</p> <p>724 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Parent Meetings and Classes Support</p>

	<p>Square, increase the use of social media as a communications tool.</p> <p>i. Host regular parent meetings and workshops to build family capacity in supporting student academic achievement, with resources, materials, childcare, and translation services provided as needed.</p>		
3.4	<p>Increase student access to the Arts and Educational Community Events</p> <p>Increase student access to the Arts and Educational Community Events:</p> <p>a. Provide transportation to/from academic enrichment field trips or competition.</p> <p>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.</p> <p>c. Subs for VAPA teachers when observing peers and mentors, or for collaboration time.</p>	All Students	<p>4000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Purchase VAPA gap materials & replace items in ill repair</p> <p>5,045.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Supplemental transportation cost to art enrichment events (a.)</p> <p>2,400.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Supplement cost of substitutes</p> <p>6,500.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Purchase additional VAPA curriculum & materials (b.)</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year, JVHS implemented a variety of strategies to engage students beyond the classroom, with the goal of fostering a stronger sense of belonging, improving academic performance, and reducing behavior issues. These efforts proved effective in increasing student participation, school spirit, and overall campus climate.

We continued to support school-wide programs such as Link Crew, MTSS initiatives, and kindness campaigns, all of which promoted safe, inclusive choices and built positive relationships across grade levels. All students received ASB cards, granting them free or reduced admission to school events, while those earning a varsity letter "J" for

achievements in academics, arts, athletics, or activities were recognized at no cost. These recognitions motivated students to stay involved and strive for excellence.

Student achievement and engagement were celebrated through PRIDE and Senior Awards, as well as recognition in athletics, performing arts, and community service. These efforts included award ceremonies, cords, medals, and school merchandise that highlighted student accomplishments. The JagChella music festival and resource fair, as well as events like Jag Registration Rush and Back-to-School Night, further promoted school connectedness and drew strong participation from students, families, and community partners.

To ensure access to enrichment opportunities, we provided transportation to field trips and academic competitions when funding allowed. Our library's Maker/Breaker Space also offered hands-on learning experiences that encouraged creativity and critical thinking.

We utilized 5-Star Students technology to monitor student involvement in school activities, allowing us to identify disengaged students—especially English Learners and Students with Disabilities—and intervene through outreach such as SART/SARB meetings and home visits. These efforts helped re-engage students and improved overall attendance.

To support a positive school climate, we continued to fund PRIDE and RISA Committees, which provided recognition materials and restorative practice resources. Staff engagement was also prioritized through professional development, team-building activities, and technology training, which helped foster a unified, collaborative culture among certificated and classified staff.

Community engagement was strengthened through parent workshops, FAFSA and college application nights, and informational events that welcomed community partners and vendors. Our efforts to maintain up-to-date communication through ParentSquare, our school website, flyers, and social media helped families stay informed and connected. Parents and staff were also encouraged to take part in leadership opportunities through advisory committees.

Finally, we enhanced access to the arts and academic enrichment by continuing to fund field trip transportation, purchasing necessary supplies for drama and VAPA courses with AMS funding, and providing release time for teacher collaboration and peer observations.

These combined strategies created a more vibrant, inclusive, and supportive school community, improving student outcomes and reinforcing JVHS as a place where students thrive both inside and outside the classroom.

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

This year, JVHS was very intentional in promoting monthly parent workshops, funded through Community Schools, as part of our commitment to increasing family engagement and providing meaningful resources to our school community. These workshops were well-attended and highly impactful, offering parents tools and knowledge to better support their students both academically and emotionally.

Throughout the year, we hosted sessions on a variety of relevant topics, including Active Shooter Response for Parents, How to Read a Transcript, Depression and Sadness, an Immigration Workshop, JTEP Computer Classes, Positive Parenting, Narcan Training, Gang Awareness, Substance Abuse Awareness, and IEHP-sponsored health education workshops.

In addition to these educational opportunities, we partnered with the Riverside University Health System to bring a mobile clinic on-site, making healthcare more accessible to our families. We also collaborated with Volta Med to provide free sports physicals for students, removing barriers to athletic participation and promoting student wellness.

These intentional efforts strengthened our relationships with families, built trust within the community, and provided vital support services that directly benefited our students' academic success, safety, and well-being.

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.

These new initiatives provided above have proven highly effective in strengthening family-school connections, building community trust, and supporting student well-being. As a result, we plan to continue these efforts into the next school year, further expanding our outreach and support services for families and students. Additionally, action item 3.1 e: "5-Star" will be covered through Community Schools 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	\$110,132.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,826,159.00
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 (\$)
Title I Basic -- 3010	\$96,670.00
Title I Parent Involvement -- 3010 1902	\$5,980.00
Title III LEP -- 4203	\$7,482.00

Subtotal of additional federal funds included for this school: \$110,132.00

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

State or Local Programs	Allocation (\$)
LCFF AVID -- 0765	\$37,732.00
LCFF District -- 500 0707	\$890,267.00
LCFF Sec Int -- 0046	\$579,898.00
LCFF Suppl/Conc -- 0707	\$201,630.00
LCFF VAPA -- 0763	\$6,500.00

Subtotal of state or local funds included for this school: \$1,716,027.00

Total of federal, state, and/or local funds for this school: \$1,826,159.00

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	96,670	0.00
Title I Parent Involvement -- 3010 1902	5,980	0.00
Title III LEP -- 4203	7,482	0.00
LCFF Suppl/Conc -- 0707	201,630	0.00
LCFF District -- 500 0707	890,267	0.00
LCFF Sec Int -- 0046	579,898	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	37,732	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	37,732.00
LCFF District -- 500 0707	890,267.00
LCFF Sec Int -- 0046	579,898.00
LCFF Suppl/Conc -- 0707	201,630.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	96,670.00
Title I Parent Involvement -- 3010 1902	5,980.00
Title III LEP -- 4203	7,482.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,240,623.00
2000-2999: Classified Personnel Salaries	341,231.00
4000-4999: Books And Supplies	103,149.00
5000-5999: Services And Other Operating Expenditures	96,720.00

5700-5799: Transfers Of Direct Costs	500.00
5800: Professional/Consulting Services And Operating Expenditures	5,108.00
6000-6999: Capital Outlay	38,828.00

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
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	21,732.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	619,425.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	270,842.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	579,898.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	16,400.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	26,156.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	75,671.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	44,075.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	500.00
6000-6999: Capital Outlay	LCFF Suppl/Conc -- 0707	38,828.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	17,900.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	33,509.00
4000-4999: Books And Supplies	Title I Basic -- 3010	15,000.00
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	5,108.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	724.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	5,256.00

1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,000.00
4000-4999: Books And Supplies	Title III LEP -- 4203	722.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	5,760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,592,271.00
Goal 2	132,992.00
Goal 3	100,896.00

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
Nancy Reyna	Principal
Richard Leach	Classroom Teacher
Amber Mejia	Classroom Teacher
Estephania Villanueva	Classroom Teacher
Irene Stewart	Classroom Teacher
Susan Rojas	Other School Staff
Maribel Mendoza	Parent or Community Member
Patricia Tapia	Parent or Community Member
Susana Marquez	Parent or Community Member
Alexa Ramos	Secondary Student
Samantha Valle	Secondary Student
Isabel Correa	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
	Other: Community Schools - Phillip Ramirez, TSA

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 14, 2025.

Attested:

	Principal, Nancy Reyna on May 14, 2025
	SSC Chairperson, Irene Stewart on May 14, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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