

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name

Jurupa Valley High School

Address

10551 Bellegrave Avenue
Jurupa Valley, CA 91752-1800

County-District-School (CDS) Code

33 67090 3330412

Principal

Dr. Shelley L. Morris

District Name

Jurupa Unified School District

SPSA Revision Date

May 17, 2023

Schoolsite Council (SSC) Approval Date

May 17, 2023

Local Board Approval Date

June 26, 2023

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

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School Vision and Mission

Vision Statement:

Jurupa Valley High School will empower students to advocate for equity and access in their education as they become productive and contributing members of a global society.

Mission Statement:

Jurupa Valley High School will educate the whole student by developing their academic, athletic, artistic, and innovative abilities with PRIDE.

Motto:

Empowering, Challenging, and Inspiring with PRIDE.

Schoolwide Learner Outcomes:

Persistence = We demonstrate PERSISTENCE when faced with academic, social, and emotional challenges.

Respect = We show RESPECT by highly regarding ourselves, our peers, and the school community as a whole.

Integrity = We exhibit INTEGRITY by choosing to do the right thing in all situations.

Diversity = We embrace DIVERSITY by valuing people's uniqueness and treating everyone with human dignity and kindness.

Engagement = We sustain ENGAGEMENT by taking ownership of our learning and being involved in school activities.

School Profile

Describe The students and community and how school serves them.

The Story

Jurupa Valley High School (JVHS) was established in 1989 in Jurupa Unified School District of Jurupa Valley, CA. This semi-rural area in Riverside County became a city in 2011. With a population of 111,953 covering nearly 44 square miles, the city has become increasingly residential due to expanded growth and development over the last several years. Jurupa Valley High School is located on the western edge of the city near the junction of the 15 and 60 freeways. Jurupa Unified School District has three additional secondary schools that provide alternative learning settings from online classes to continuation and adult learning.

Jurupa Valley High School, with approximately 1,745 students, is one of three comprehensive high schools in the district. The current student population is primarily comprised of Hispanic (90%) and White (5.7%); the remaining race/ethnicities include <1% each: African American, American Indian, Asian, Filipino, Pacific Islander, and two or more races. Additionally, the students served include: Socioeconomically Disadvantaged (79.6%), English Learners (24.2%), Foster Youth (.6%), Homeless (.5%), and Students with Disabilities (15.5%).

The community has experienced growth and expansion over the last five years with the addition of many new housing developments in the immediate vicinity of the school along the major thoroughfares that encompass the school boundaries. This increase has led to increased diversity in the community, as well as an increase in community businesses. Community businesses are an integral part of Jurupa Valley High School. The school offers various opportunities for local businesses to support the school through fundraising events and offering student incentives. Local civic groups often request performances from our choir and band at their events, and our ASB, NHS, student clubs, AVID volunteers, and FFA students often help at local community events. Most recently, Jurupa Valley High School, along with feeder schools, have applied for a Community Schools Grant with the hope of implementation in the fall of 2023.

Jurupa Valley High School offers various opportunities for parental involvement including, but not limited to: School Site Council (SSC), Parent Institute of Quality Education (PIQE), English Language Advisory Committee (ELAC), CTE Advisory Committee, Agriculture Department Advisory Committee, Parents with PRIDE, Student Success Team Meetings, athletic booster clubs, volunteering, and other extracurricular parent booster groups. Additionally, the College and Career Center offers parent/student nights to assist with college readiness, applications, and FAFSA/DACA completion.

Jurupa Valley High School provides a variety of academic programs including Advanced Placement, AVID, CTE pathways, and Agriculture. For the 2022-2023 academic year, the following Advanced Placement courses were offered: Statistics, European History, US History, US Government and Politics, English Language and Composition, English Literature and Composition, Spanish Language, Spanish Literature, Biology, Physics, and Environmental Science. Honors courses are offered in English 9, English 10, Biology, Chemistry, Math II, Math III, and Pre-Calculus. Additionally, students may earn both high school and college credits by enrolling in Dual Enrollment (weighted) courses offered through the Riverside Community College District.

Jurupa Valley High School offers seven Career Technical Education and other vocational electives such as: Construction, Automotive Technology, Agriscience, Engineering and Design, Manufacturing and Product Development, Graphic Technology for Print Careers, and Information Technology. VAPA courses include: Art Fundamentals, Ceramics, Choir, Digital Photography, Theatre, and Band. The AVID program supports each pathway and all courses of study.

Marking System, Grade Point Average, and Class Rank:

Semester grades of A, B, C, and D earn 5 credits each. Semester grades of F earn no credits. For the computing of grade point average, A= 4 points, B=3 points, C=2 points, D=1 point. Honors (selected) and Advanced Placement courses are weighted for the grade point average with A=5 points, B=4 points, C=3 points. D is not a weighted grade.

Rank in class is calculated at the end of semesters with the last ranking calculated at the end of the seventh semester of high school. All grades earned are used in the computation of the grade point average. Teachers utilize Late Start professional collaboration time to discuss student achievement and effective instructional strategies, as well as analyze performance data and calibrate grading practices. Student progress is monitored closely by teachers, the Guidance Team, Department Collaboration Teams, curriculum maps, common assessments, and this year added interim assessments for 9th through 11th grades in math and English. Results from these assessments guide instruction and placement of students into courses.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

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 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. Continue to increase access for English Learners to CTE pathways and other general education courses via inclusion and strategic counseling.
9. Continued research and implementation of equitable grading practices as well as conversations with teachers about grading distribution outcomes.

Safe, Orderly, and Inviting Learning Environment:

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

Parent, Student, and Community Engagement:

1. PRIDE Committee will continue to host Jaguar PRIDE Awards to include all grade levels in addition to Senior Awards Night to increase student recognition.
2. Continued professional book study sessions allowing teachers to participate in research and implementation of equitable grading practices. Upcoming book study for 2023-2024 will be focused on student data and effective use to drive action plans.
3. Continued efforts to increase students' sense of belonging: Link Crew, inclusive clubs, field trips, cultural events, etc.
4. Continue Student Advisory Council providing a safe space for students to have a voice in school decision making when appropriate.
5. Continue PRIDE Committee and RISA (inclusive of classified and certificated staff), and parent input groups to provide opportunities for ongoing two-way conversation about all things JVHS.
6. Increased parent engagement via participation in PIQE, Parents with PRIDE, and ELAC by advertising opportunities at school events and making personal phone calls.
7. Provide education to students and professional development to all teachers and staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.), why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS (also in Goal #2).
8. Increase parent participation in LCAP surveys by offering time for survey completion before and after PIQE and ELAC meetings.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

JVHS is especially proud of the student recognition events that have been added this school year (PRIDE Awards, ELPAC BBQ, Seasonal Athletic BBQ, Attendance BBQ, etc.). The addition of the Link Crew program was also very successful in supporting ninth grade students' transition to high school and resulted in a more positive culture for students. The implementation of equitable grading practices resulted in a significant decrease in D/F rates for all courses, but most impactful in courses meeting a-g requirements. JVHS also experienced admirable progress with parent engagement via PIQE offered in both fall and spring as well as increased parent input through ELAC. Newly established systems of support (RISA and PRIDE Committees) are proven examples of the collective creativity and efficacy of all staff as these committees provided a forum to seek out and value the input of educational partners. JVHS has experienced increased student accountability for timeliness and attendance as well as a decrease in student behaviors in all tiers of MTSS. The revival of the students store (JagMART)

and the addition of Jag Closet were both welcome outlets/resources on the campus for our students and staff. Finally, communication among site administration, teachers, and staff is consistent and effective as stated by various departments/programs/teams, on campus.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Continue to offer and implement SEL and mental health resources which should be amplified with the addition of the Wellness Center/Community School model. 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). From a facility standpoint, continue to work with Maintenance and Operations to update the campus (overall repairs, addition of meeting spaces/gathering areas and overall aesthetics of the school facility). With new baseline data for CAASPP (2022), JVHS has set goals to improve student performance outcomes in all academic areas as indicated in Goal # for College and Career Readiness (expected outcomes and actions) with a specific focus on SWD and EL students. JVHS has also set goals to decrease suspensions/expulsions and increase student engagement/attendance as indicated in Goal # 2 for Safe, Orderly, and Inviting Learning Environment (expected outcomes and actions) with a specific focus on SWD and EL students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

With new baseline data for CAASPP (2022), JVHS has set goals to improve student performance outcomes in all academic areas as indicated in Goal # for College and Career Readiness (expected outcomes and actions) with a specific focus on SWD and EL students. JVHS has also set goals to decrease suspensions/expulsions and increase student engagement/attendance as indicated in Goal # 2 for Safe, Orderly, and Inviting Learning Environment (expected outcomes and actions) with a specific focus on SWD and EL students.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

JVHS is effectively providing schoolwide services to all students. Students' needs are assessed by the success measurements and data selected for each LCAP goal. As a Title I Schoolwide Program, we conduct a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, implement instructional strategies that support state standards, and address the needs of all students, particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of the SPSA. SPSA implementation is monitored and evaluated through ongoing Leadership Team, SSC/ELAC, SBCP meetings, Principals' Council meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning outcomes/needs as part of the school's ongoing practices and identification of support

strategies. All Title I funding supplements services, but does not supplant services that students would otherwise receive if not participating in a Title I program. The JVHS SPSA is directly aligned with district LCAP goals, JUSD Vision for the Future, JVHS Vision/Mission/SLOs, associated services, and planning requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Engaging educational partners, specifically parents and families, continues to be an area of focus, however, JVHS did experience an increase in engagement in 2022-23 particularly with the return of PIQE and a very active ELAC. The following platforms continue to be utilized (but are not limited to): Canvas, Google Classroom, Remind, NewsELA, Parent Square, Paper.co, 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 include the PIQE program, School Site Council, ELAC, FFA community/student events, Jag Expo and CTE Showcase events, Jag Rush, Parents with PRIDE (new in 2022-23), and a multitude of 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, performances for the City of Jurupa Valley, and sponsoring community events on campus.

JVHS provides dedicated time for educational partners to provide input for the Annual Review of the SPSA. Teachers and staff provide input during Leadership Team meetings and gather additional information from educational partners in their respective departments/programs/offices. Input is formally sought from parents in both ELAC and SSC and informally via Parents with PRIDE meetings. 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. 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 School Site Council for approval before submitting to the JUSD Board of Trustees. To increase student voice and representation JVHS has a Student Board Member who reports on Jurupa Valley's events, programs, and progress to the Board of Trustees from a student perspective.

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

College and Career Readiness:

1. Continued improvement of a-g completion rates by offering extended learning opportunities, tutoring, grade improvement opportunities, and equitable grading practices.
3. Continue to increase Dual Enrollment, with 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. Continue to increase access for English Learners to CTE pathways and other general education courses via inclusion and strategic counseling.
9. Continued research and implementation of equitable grading practices as well as conversations with teachers about grading distribution outcomes.

Safe, Orderly, and Inviting Learning Environment:

1. Continued increase of mental health supports with peer and behavior specialists with a focus on SEL, especially with the addition of the Wellness Center.
2. Systems established or re-established to address level one behaviors through restorative practices.

3. PRIDE Committee and Restorative Interventions and Student Accountability (RISA) Committee will continue to create/evaluate school wide systems of support to incentivize appropriate behavior choices to decrease suspension/expulsion rates and increase student attendance rates.
4. Implementation and continued plans to better market Jurupa Valley High School's "story" with a focus on student learning outcomes (PRIDE).
5. Ongoing direction solicited via input from educational partners to create a more inviting learning environment for students.
6. Provide education to students and professional development to all teachers and staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.), why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS (also in Goal #3).

Parent, Student, and Community Engagement:

1. PRIDE Committee will continue to host Jaguar PRIDE Awards to include all grade levels in addition to Senior Awards Night to increase student recognition.
2. Continued professional book study sessions allowing teachers to participate in research and implementation of equitable grading practices. Upcoming book study for 2023-2024 will be focused on student data and effective use to drive action plans.
3. Continued efforts to increase students' sense of belonging: Link Crew, inclusive clubs, field trips, cultural events, etc.
4. Continue Student Advisory Council providing a safe space for students to have a voice in school decision making when appropriate.
5. Continue PRIDE Committee and RISA (inclusive of classified and certificated staff), and parent input groups to provide opportunities for ongoing two-way conversation about all things JVHS.
6. Increased parent engagement via participation in PIQE, Parents with PRIDE, and ELAC by advertising opportunities at school events and making personal phone calls.
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8. Increase parent participation in LCAP surveys by offering time for survey completion before and after PIQE and ELAC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Jurupa Valley High School is eligible for ATSI based on data points for California Dashboard results. For EL students, eligibility is due to very low English Learner progress, high Suspension Rate, medium Graduation Rate, and very low performance on CAASPP for both ELA and Math. For Students with Disabilities (SWD), eligibility is due to very high Suspension Rate and very low performance on CAASPP for both ELA and Math.

As a result of the required needs assessment, the following are identified resource inequities:

Teaching Quality

Students with Disabilities:

- Based on high rates of D/F grades, the school needs to improve the effectiveness of instructional and grading practices of teachers, specifically for SAI courses.
- Based on feedback, Instructional Aides require ongoing training to better support access to rigorous content/skills for SWDs.

English Learners:

- Based on high rates of D/F grades, the school needs to improve the effectiveness of instructional and grading practices of teachers, specifically teachers who support English Learners in core content classrooms. Training teachers to support ELs via West Ed and ELLevation training will be essential moving forward as sheltered designations will not longer apply to EL students' schedules for core content.

Empowering, Rigorous Content

Students with Disabilities:

- Access to rigorous content with support with support from Expanded Learning Opportunities (ELO), AP Prep sessions, implementation of equitable grading practices, including grade improvement opportunities via ELO.
- Need to increase SWD access to Dual Enrollment; improved messaging to families to advertise these opportunities is needed as well.

English Learners:

- Access to rigorous content with support with support from Expanded Learning Opportunities (ELO), AP Prep sessions, implementation of equitable grading practices, including grade improvement opportunities via ELO.
- Need to increase English Learners' access to Dual Enrollment; improved messaging to families to advertise these opportunities is needed as well.

Instructional Time and Attention

Students with Disabilities:

- Need to increase student enrollment in appropriate courses to meet a-g requirements (rigorous content) or CTE pathways. All counselors were required to audit all course requests and transcripts to better ensure appropriate use of students' time in the instructional setting. Credit Recovery courses offered before (via ELO) and during the school day to remediate these issues where possible.
- Although many SWDs are enrolled in general education coursework (collabs), the school needs to be more intentional about distributing students across class sections to maintain the integrity of access to a true collab (rigorous) learning experience. Additionally, SWDs will receive additional support to succeed in rigorous coursework via grade improvement opportunities via tutoring or reteaching (ELO), and/or enrollment in an Academic Success course within their school schedule to receive daily ongoing support.
- Credit Recovery options will continue to be offered outside of SWD's regular schedule with an increase in sections and the added opportunity for incoming ninth graders to enroll in a Summer Bridge program for mentoring and academic support (for students who do not qualify for ESY).

English Learners:

- Need to increase student enrollment in appropriate courses to meet a-g requirements (rigorous content) or CTE pathways. All counselors were required to audit all course requests and transcripts to better ensure appropriate use of students' time in the instructional setting. Credit Recovery courses offered before (via ELO) and during the school day to remediate these issues where possible.
- Although English Learners are enrolled in general education coursework (with support), the school needs to be more intentional about distributing students across class sections to maintain the integrity of access to language acquisition and a (rigorous) learning experience. Additionally, ELs will receive additional support to succeed in rigorous coursework via grade improvement opportunities via tutoring or reteaching (ELO), and/or enrollment in an Academic Success course within their school schedule to receive daily ongoing support.
- Credit Recovery options will continue to be offered outside of English Learners' regular schedule with an increase in sections.

Early Intervention

Students with Disabilities:

- Although the school provides multiple avenues that provide early intervention and additional supports, the system to identify students who should participate needs to be refined to include data such as Panorama Survey results and other needs assessment data in addition to academic data points.
- Regular collaboration time among teachers is utilized to ensure support for students' academic achievement, but would increased in effectiveness with professional development/instructional strategies to best "reach" students. For example, education specialists collaborating with general education teachers in their respective subject areas to provide quality/rigor to SWDs in the SAI classroom.

- The administration of interim assessments to prepare students for the CAASPP (ELA and Math) is an added early intervention strategy to help SWD get acclimated to taking a test online using both universal and designated supports.

English Learners:

- Although the school provides multiple avenues that provide early intervention and additional supports, the system to identify students who should participate needs to be refined to include data such as Panorama Survey results and other needs assessment data in addition to academic data points.
- Regular collaboration time among teachers is utilized to ensure support for students' academic achievement, but would increased in effectiveness with professional development/instructional strategies to best "reach" students. For example, teachers prioritizing the learning needs of ELs when collaborating and common planning.
- The administration of interim assessments to prepare students for the CAASPP (ELA and Math) is an added early intervention strategy to help English Learners get acclimated to taking a test online using both universal supports.

Family Academic Engagement

Students with Disabilities:

- The school is very aware of barriers to parental engagement, most of which involve access to presentations in their home language. To mitigate this barrier, the school translates all written documents and provides interpretations/interpreters for parents to feel a greater sense of value and belonging. Parents also require child care to allow them to attend meetings, committees, etc., which is offered by the school. That stated, the school needs to continue to improve messaging for these engagement opportunities to parents, including phone calls to personally invite parents to events.
- Parents are invited to attend FAFSA nights in the College and Career Center with child care and language services offered, but as stated in previous bullet, the school needs to continue to improve and/or diversify messaging to increase attendance.

English Learners:

- The school is very aware of barriers to parental engagement, most of which involve access to presentations in their home language. To mitigate this barrier, the school translates all written documents and provides interpretations/interpreters for parents to feel a greater sense of value and belonging. Parents also require child care to allow them to attend meetings, committees, etc., which is offered by the school. That stated, the school needs to continue to improve messaging for these engagement opportunities to parents, including phone calls to personally invite parents to events.
- Parents are invited to attend FAFSA nights in the College and Career Center with child care and language services offered, but as stated in previous bullet, the school needs to continue to improve and/or diversify messaging to increase attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. Overall enrollment has been consistent for the past three years.
2. The trend of attrition from ninth to twelfth grades continues to be a concern. JVHS needs to explore more effective systems to motivate/retain eleventh and twelfth grade students to persist in earning a comprehensive high school diploma.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	358	422	410	20.70%	24.2%	23.9%
Fluent English Proficient (FEP)	773	730	683	44.80%	41.8%	39.8%
Reclassified Fluent English Proficient (RFEP)	20		9	5.6%		

Conclusions based on this data:

1. Based on the continued decrease in FEP percentages, it is evident that EL students at JVHS continue to struggle to meet expected levels for language proficiency.
2. Based on RFEP data, the number of EL students reclassifying continues to decrease.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	2562.5		0	16.41		0	28.21		0	26.41			28.97	
All Grades	N/A	N/A	N/A	0	16.41		0	28.21		0	26.41			28.97	

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

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

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

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

Conclusions based on this data:

- Participation rates (97.5%) are not an issue, however, motivating students to take the test to the best of their ability continues to be an area of focus.
- Overall Achievement for All Students: Only 44.62% of students met or exceeded the standard indicating an overall need for improvement to meet the RWL needs of JVHS students.

 Reading (Demonstrating understanding of literary and non-fictional texts): 75.9% performed above, at, or near standard indicating that students are demonstrating some proficiency with comprehension skills, but there is still room for increased performance outcomes as reading skills correlate to student learning in all subject areas.

 Writing (Producing clear and purposeful writing): 66.58% performed above, at, or near standard indicating a need for improvement in students' production of clear and purposeful writing skills as writing skills correlate to student learning in all subject areas.

 Listening (Demonstrating effective communication skills): 85.13% performed above, at, or near standard indicating that students are demonstrating higher levels of proficiency with effective communication skills.

 Research/Inquiry (Investigating, analyzing, and presenting information): 81.28% performed above, at, or near standard indicating that students are demonstrating higher levels of proficiency investigating, analyzing, and presenting information.
- Through professional development on WICOR strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will become increasingly skilled in the implementation of effective strategies to address areas of need indicated by 2021-22 performance data for English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	2489.6		0	4.36		0	5.64		0	20.26		0	69.74	
All Grades	N/A	N/A	N/A	0	4.36		0	5.64		0	20.26		0	69.74	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	6.15		0	27.44		0	66.41	
All Grades	0	6.15		0	27.44		0	66.41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0	4.62		0	55.38		0	40.00	
All Grades	0	4.62		0	55.38		0	40.00	

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

Conclusions based on this data:

- Participation rates (97.3%) are not an issue, however, motivating students to take the test to the best of their ability continues to be an area of focus.
- Overall Achievement for All Students: Only 10% of students met or exceeded the standard indicating an overall need for improvement in proficiency for the application of mathematical concepts and procedures, problem solving and data analysis, and mathematical reasoning.

 Concepts & Procedures (Applying mathematical concepts and procedures): Only 33.59% of students performed above, at, or near standard indicating that students require additional supports to reach proficiency in applying mathematical concepts and procedures.

 Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems): 60% of students performed above, at, or near standard indicating that students are approaching proficiency with their use of tools/strategies to solve real world and mathematical problems.

 Communicating Reasoning (Demonstrating ability to support mathematical conclusions): 63.33% performed above, at, or near standard indicating that students are demonstrating approaching proficiency on their ability to support mathematical conclusions.
- Through ongoing professional development of effective instructional strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will be better equipped to address the learning needs of students. Many of the shortfalls in performance may also be addressed through updated instructional focuses as presented in the new math framework and the adoption of Carnegie Learning math textbooks that align with the framework.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1531.9	1526.5		1525.0	1513.2		1538.3	1539.3		101	132	
10	1535.4	1539.0		1530.0	1527.1		1540.1	1550.3		94	99	
11	1512.6	1530.1		1500.1	1520.4		1524.7	1539.3		86	87	
12	1528.9	1527.5		1521.9	1519.5		1535.5	1535.0		54	65	
All Grades										335	383	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.93	2.27		35.64	37.88		40.59	36.36		16.83	23.48		101	132	
10	7.45	7.07		40.43	49.49		30.85	28.28		21.28	15.15		94	99	
11	4.65	0.00		17.44	33.33		39.53	39.08		38.37	27.59		86	87	
12	11.11	6.15		38.89	20.00		14.81	44.62		35.19	29.23		54	65	
All Grades	7.16	3.66		32.84	36.81		33.43	36.29		26.57	23.24		335	383	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.81	14.39		43.56	37.88		24.75	29.55		12.87	18.18		101	132	
10	20.21	17.17		42.55	54.55		21.28	12.12		15.96	16.16		94	99	
11	13.95	13.79		27.91	51.72		29.07	12.64		29.07	21.84		86	87	
12	29.63	15.38		25.93	49.23		22.22	10.77		22.22	24.62		54	65	
All Grades	19.70	15.14		36.42	47.26		24.48	18.02		19.40	19.58		335	383	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.99	1.52		20.79	18.18		44.55	46.21		33.66	34.09		101	132	
10	4.26	4.04		19.15	25.25		40.43	42.42		36.17	28.28		94	99	
11	1.16	0.00		9.30	17.24		38.37	40.23		51.16	42.53		86	87	
12	5.56	1.54		14.81	9.23		37.04	44.62		42.59	44.62		54	65	
All Grades	2.69	1.83		16.42	18.28		40.60	43.60		40.30	36.29		335	383	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	9.90	3.79		67.33	73.48		22.77	22.73		101	132		
10	5.32	4.04		65.96	78.79		28.72	17.17		94	99		
11	1.16	1.15		45.35	62.07		53.49	36.78		86	87		
12	1.85	4.62		62.96	64.62		35.19	30.77		54	65		
All Grades	5.07	3.39		60.60	70.76		34.33	25.85		335	383		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	59.41	46.97		26.73	37.88		13.86	15.15		101	132	
10	60.64	52.53		23.40	31.31		15.96	16.16		94	99	
11	48.84	57.47		24.42	22.99		26.74	19.54		86	87	
12	50.00	49.23		31.48	30.77		18.52	20.00		54	65	
All Grades	55.52	51.17		25.97	31.59		18.51	17.23		335	383	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.94	6.06		49.50	47.73		44.55	46.21		101	132	
10	8.51	7.07		48.94	54.55		42.55	38.38		94	99	
11	2.33	4.60		40.70	37.93		56.98	57.47		86	87	
12	9.26	4.62		46.30	38.46		44.44	56.92		54	65	
All Grades	6.27	5.74		46.57	45.69		47.16	48.56		335	383	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.52		79.21	73.48		20.79	25.00		101	132	
10	0.00	1.01		80.85	81.82		19.15	17.17		94	99	
11	6.98	9.20		59.30	64.37		33.72	26.44		86	87	
12	11.11	3.08		61.11	66.15		27.78	30.77		54	65	
All Grades	3.58	3.39		71.64	72.32		24.78	24.28		335	383	

Conclusions based on this data:

1. The number of students tested increased by 48 students from 2020-21 to 2021-22 indicating an increase in the enrollment of newcomers to JVHS.
2. Overall: Decrease (-1.4%) in mean scale scores from 2020-21 to 2021-22

Oral Language: Decrease (-3.4%) in mean scale scores from 2020-21 to 2021-22.

Written Language: Decrease (-.5%) in mean scale scores from 2020-21 to 2021-22.

Listening Domain: 3.39% of EL students are well developed in listening indicating a decrease (-1.68%) from 2020-21 to 2021-22 and 70.76% of EL students are somewhat/moderately developed in listening indicating an increase (10.16%) from 2020-21 to 2021-22.

Speaking Domain: 51.17% of EL students are well developed in speaking indicating a decrease (-1.68%) from 2020-21 to 2021-22 and 31.59% of EL students are somewhat/moderately developed in speaking indicating an increase (5.62%) from 2020-21 to 2021-22.

Reading Domain: 5.74% of EL students are well developed in reading indicating a decrease (-.53%) from 2020-21 to 2021-22 and 45.69% of EL students are somewhat/moderately developed in reading indicating a decrease (-.88%) from 2020-21 to 2021-22.

Writing Domain: 3.39% of EL students are well developed in writing indicating a decrease (-.19%) from 2020-21 to 2021-22 and 72.32% of EL students are somewhat/moderately developed in writing indicating an increase (.68%) from 2020-21 to 2021-22.
3. ELPAC results indicate that EL students continue to struggle with language acquisition in three domains (RWL) as most performance levels fall under somewhat/moderately developed. EL students performance levels are the highest for the speaking domain with 51.17% falling under well developed.

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,745	79.6	24.2	0.6

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.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	422	24.2
Foster Youth	11	0.6
Homeless	8	0.5
Socioeconomically Disadvantaged	1,389	79.6
Students with Disabilities	271	15.5

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	15	0.9
American Indian	2	0.1
Asian	16	0.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	4	0.2
Hispanic	1,570	90.0
Two or More Races	13	0.7
Pacific Islander	2	0.1
White	99	5.7

Conclusions based on this data:

1. The majority of JVHS students (79.6%) are categorized as Socioeconomically Disadvantaged indicating a slight increase (.5%) from 2020-21 to 2021-22, some of which are our most vulnerable students (EL and SWD groups). This majority group of students will continue to receive additional supports to help them access curriculum and have a successful learning experience.
2. 24.2% of students at JVHS qualify as English Learners which is an increase (3.5%) from 2020-21 to 2021-22. Support for EL students will continue to be a major area of focus moving forward in the coming school year. JVHS teachers will be better equipped (West Ed ELD and ELlevation training) to support EL students' progress in language acquisition through increased inclusion in non-sheltered core academic courses.

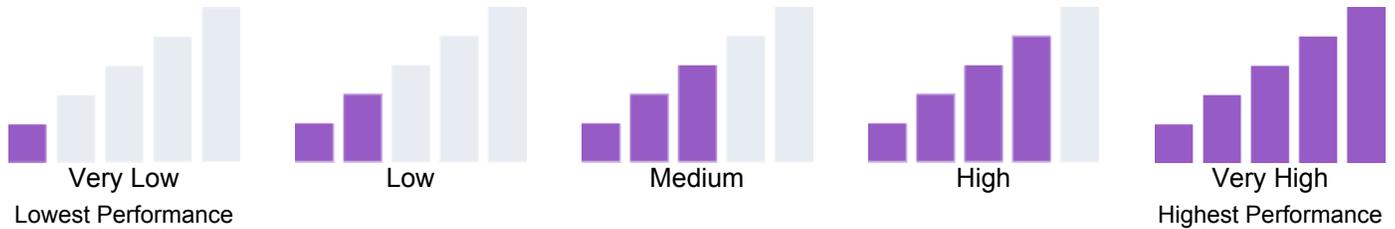
15.5% of students at JVHS qualify as Students with Disabilities which is an increase (1.5%) from 2019-20 to 2021-22. Support for SWD will continue to be a major area of focus moving forward in the coming school year. JVHS teachers and Education Specialists will continue to receive professional development to better support the progress of SWD through increased inclusion in core academic courses and adjustments in equitable grading practices.
3. 90% of JVHS students are Hispanic indicating an ongoing need to provide learning experiences that identify with and celebrate their culture.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate High	Suspension Rate Medium
Mathematics Very Low		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. The graduation rate for JVHS continues to be high and exceeds the rates at county and state levels.
2. The suspension rate of JVHS students continues to be an area of concern, one which is being addressed through restorative practices, active parent partnerships, and counseling via PICO peer specialists.
3. Academic progress of JVHS students continues to be an area of concern (in reference to CAASPP performance levels), especially in mathematics. Through ongoing professional development of effective instructional strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will be better equipped to address the learning needs of students.

School and Student Performance Data

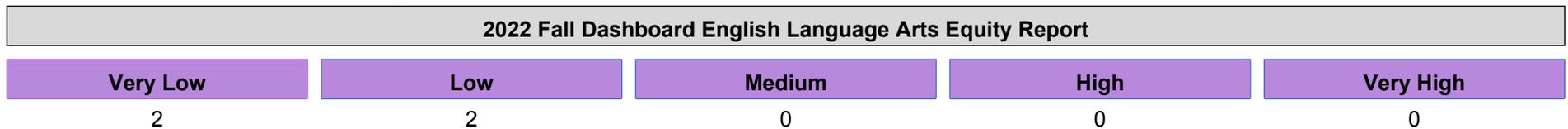
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

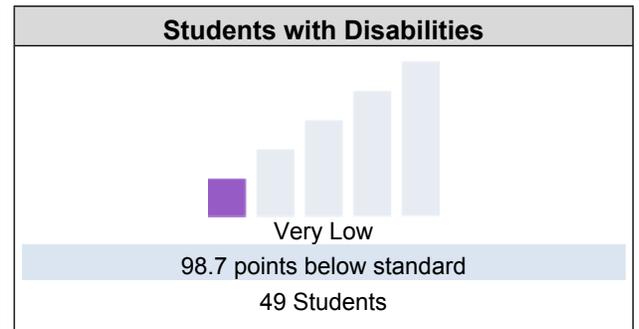
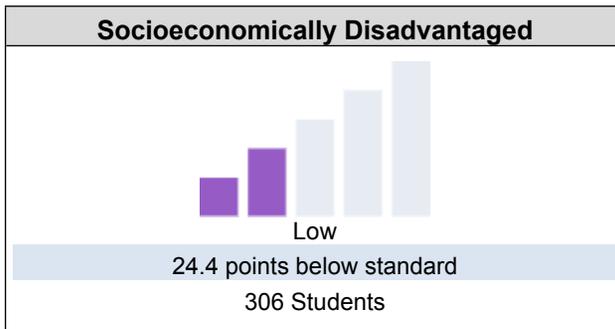
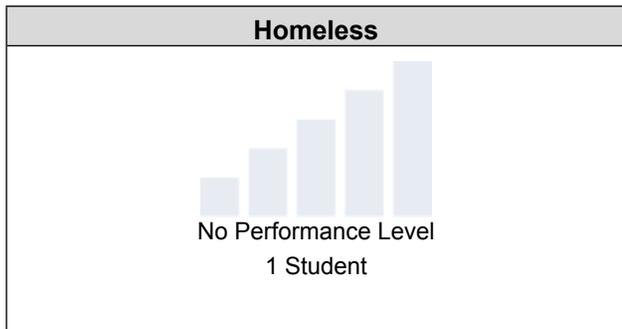
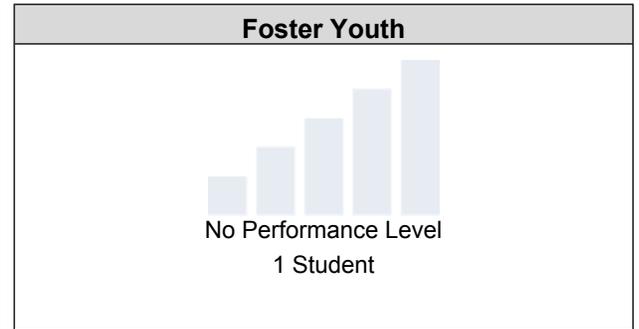
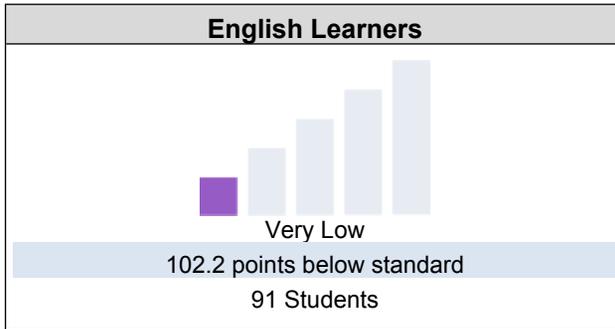
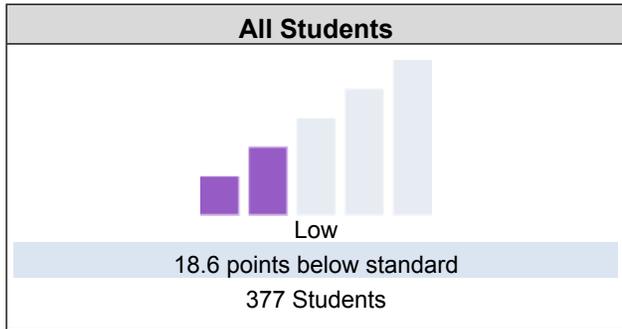


This section provides number of student groups in each level.

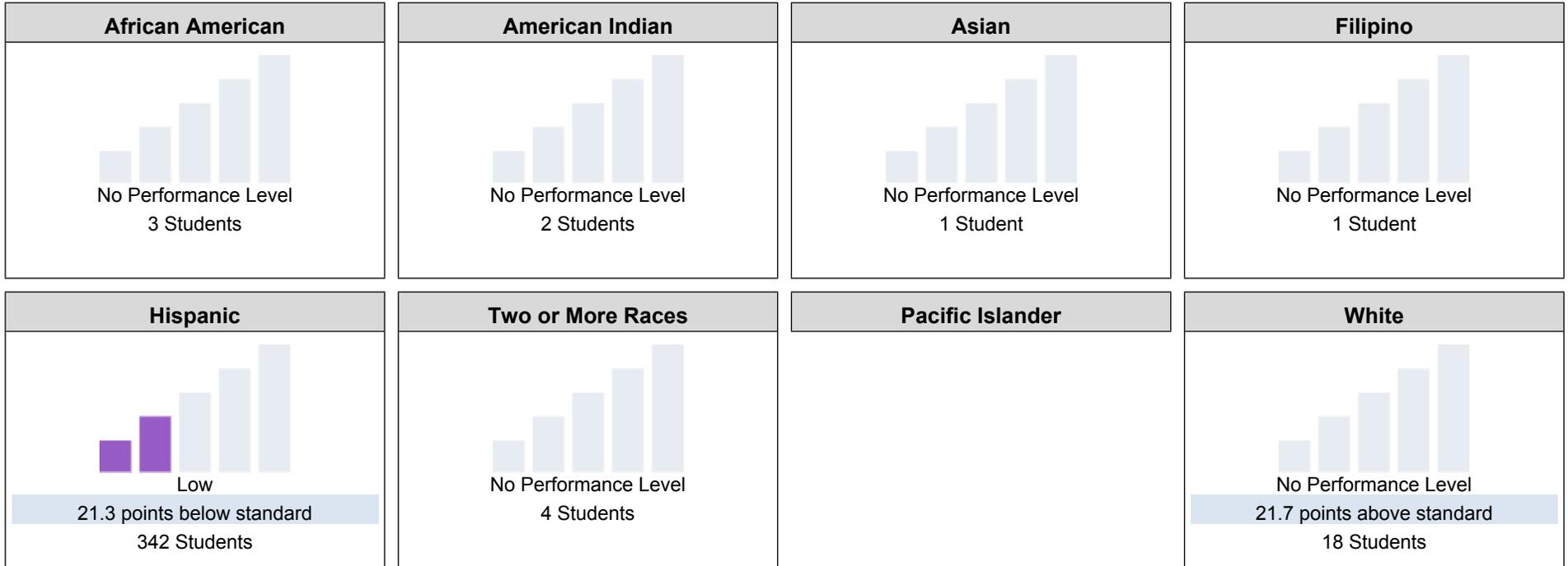


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133.0 points below standard 69 Students	5.5 points below standard 22 Students	6.7 points below standard 127 Students

Conclusions based on this data:

- 2022 Fall Dashboard English Language Arts Performance remains low for all students (18.6 points below standard) indicating an ongoing need to provide supports to JVHS students in English Language Arts.

2. 2022 Fall Dashboard English Language Arts Performance remains very low for vulnerable student groups with EL students performing at 102.2 points below standard and SWD performing at 98.7 points below standard. This indicates an ongoing need to place increased focus on the learning needs and supports for these two groups.

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

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

3. Through professional development on WICOR strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will become increasingly skilled in the implementation of effective strategies to address areas of need indicated by 2021-22 performance data for English Language Arts.

School and Student Performance Data

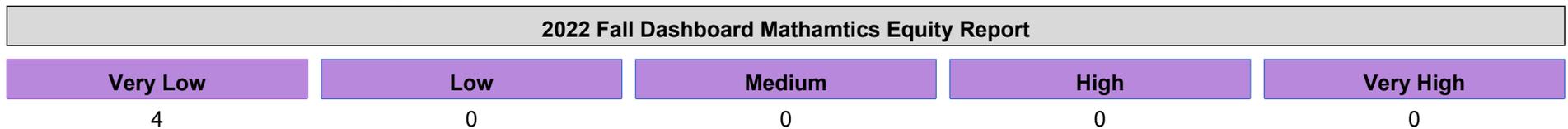
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

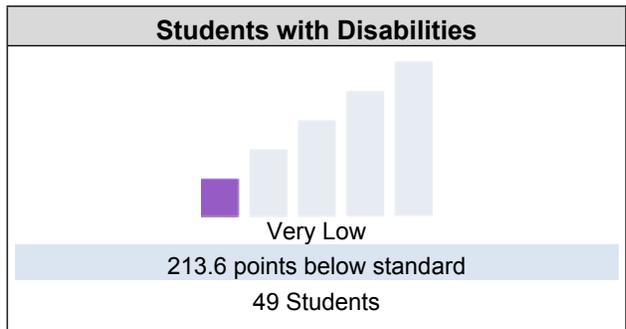
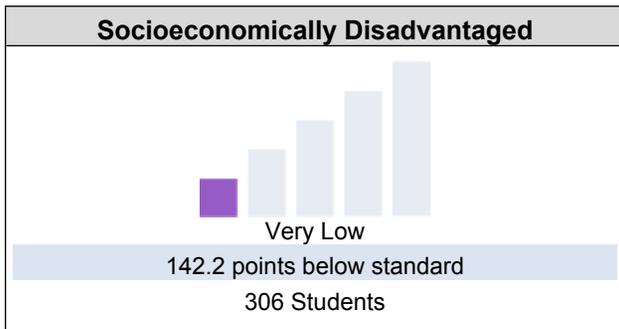
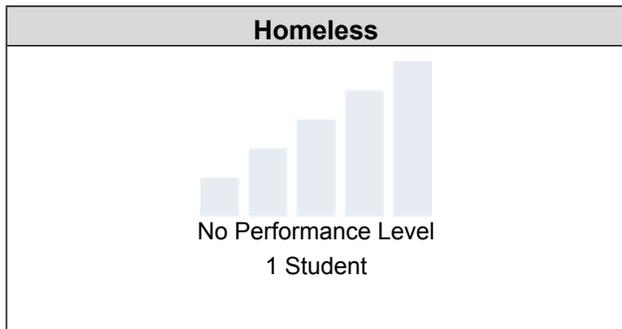
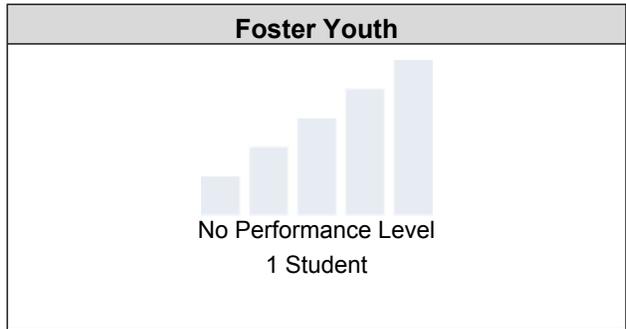
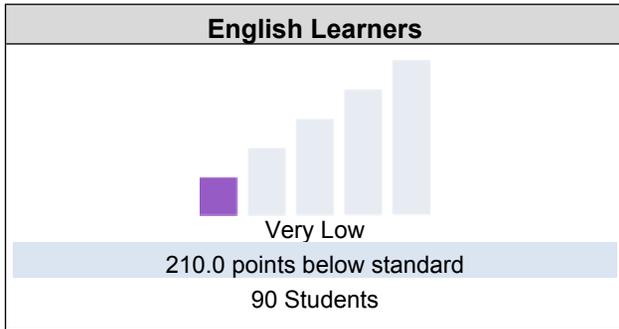
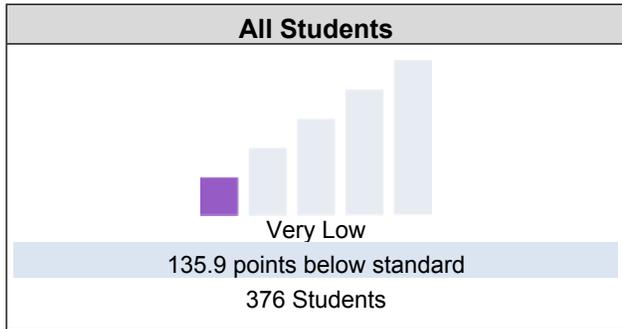


This section provides number of student groups in each level.

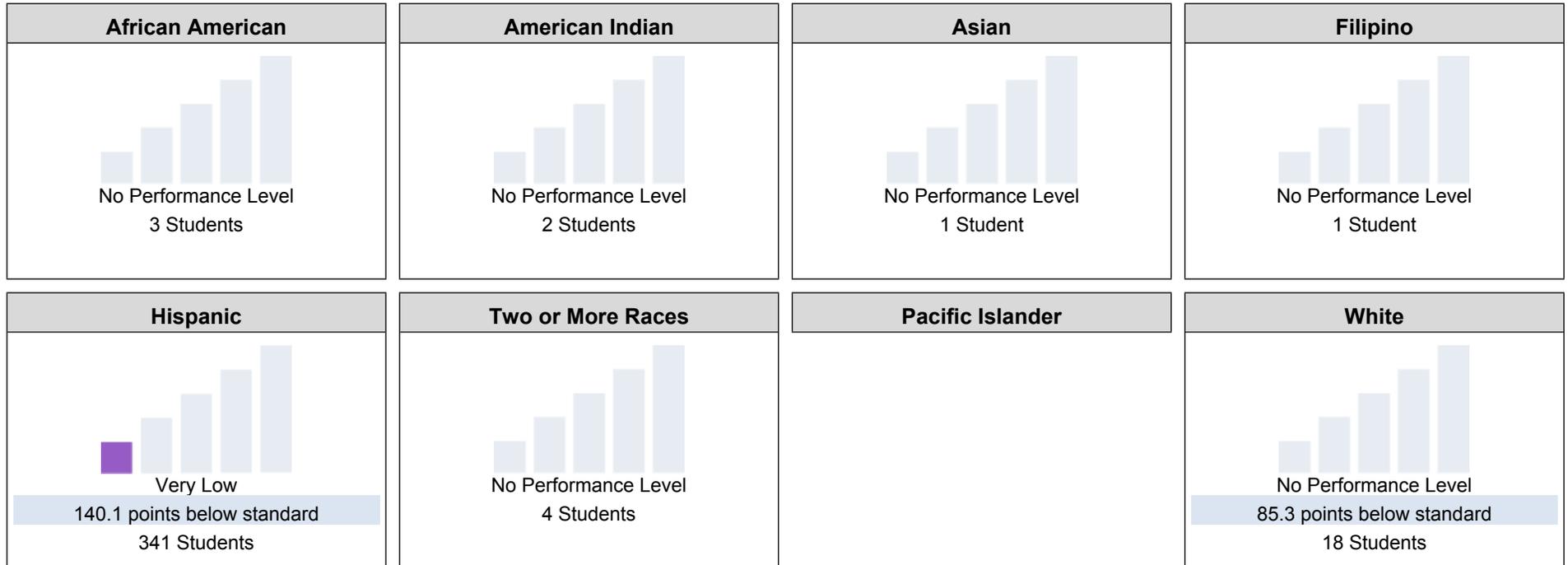


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>230.6 points below standard 68 Students</p>	<p>146.2 points below standard 22 Students</p>	<p>134.6 points below standard 127 Students</p>

Conclusions based on this data:

- 2022 Fall Dashboard Mathematics Performance remains very low for all students (135.9 points below standard) indicating an ongoing need to provide supports to JVHS students in Mathematics.

2. 2022 Fall Dashboard Mathematics Performance remains very low for vulnerable student groups with EL students performing at 210 points below standard and SWD performing at 213.6 points below standard. This indicates an ongoing need to place increased focus on the learning needs and supports for these two groups.

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

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

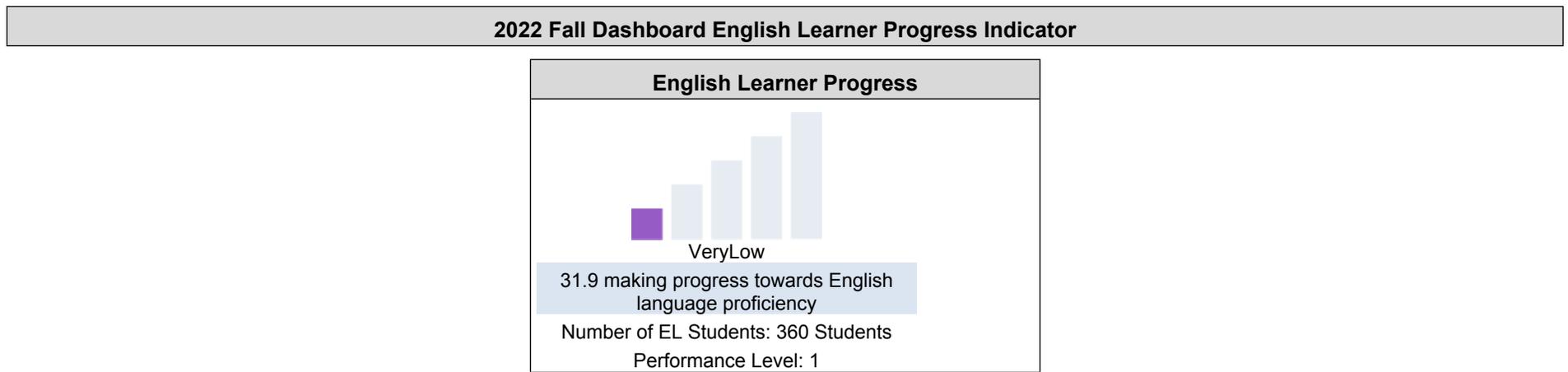
3. Through ongoing professional development of effective instructional strategies and continued administration of interim assessments (FIAB, IAB, ICA), classroom teachers will be better equipped to address the learning needs of students. Many of the shortfalls in performance may also be addressed through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

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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



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.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.0%	43.1%	1.1%	30.8%

Conclusions based on this data:

- ELPI results indicate that EL students are progressing (30.8% increased at least one ELPI level) and some are regressing (25% decreased at least one ELPI level) with 43.1% maintaining current levels.

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

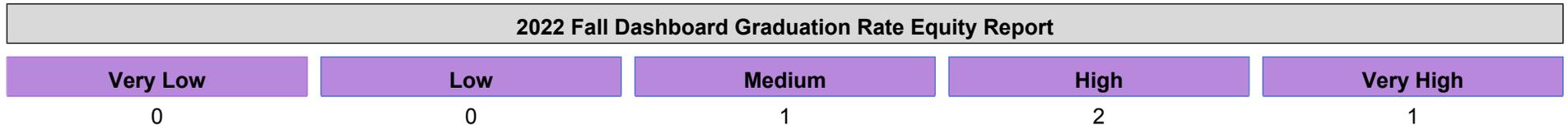
School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

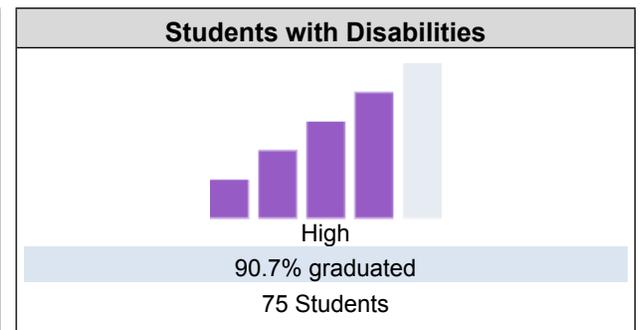
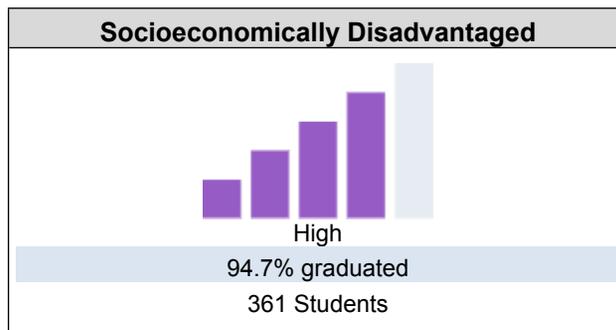
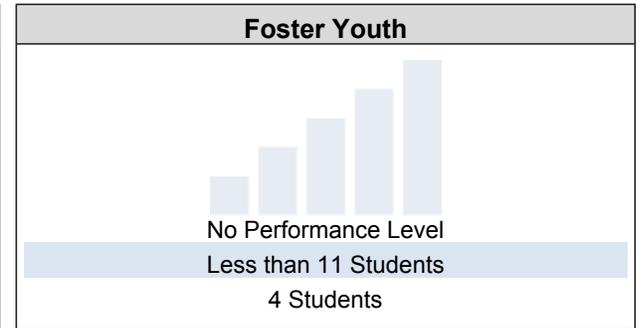
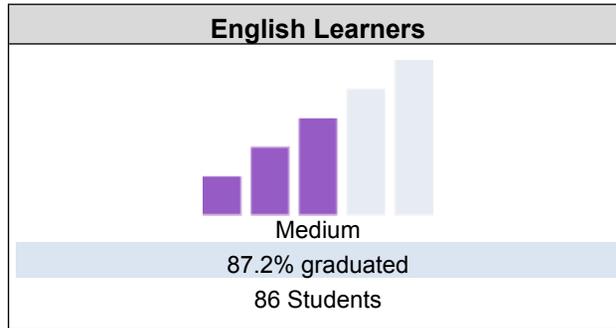
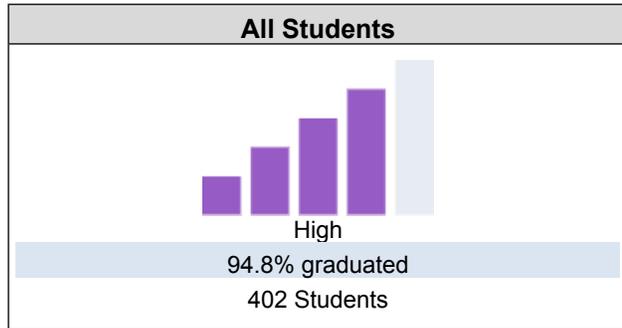


This section provides number of student groups in each level.

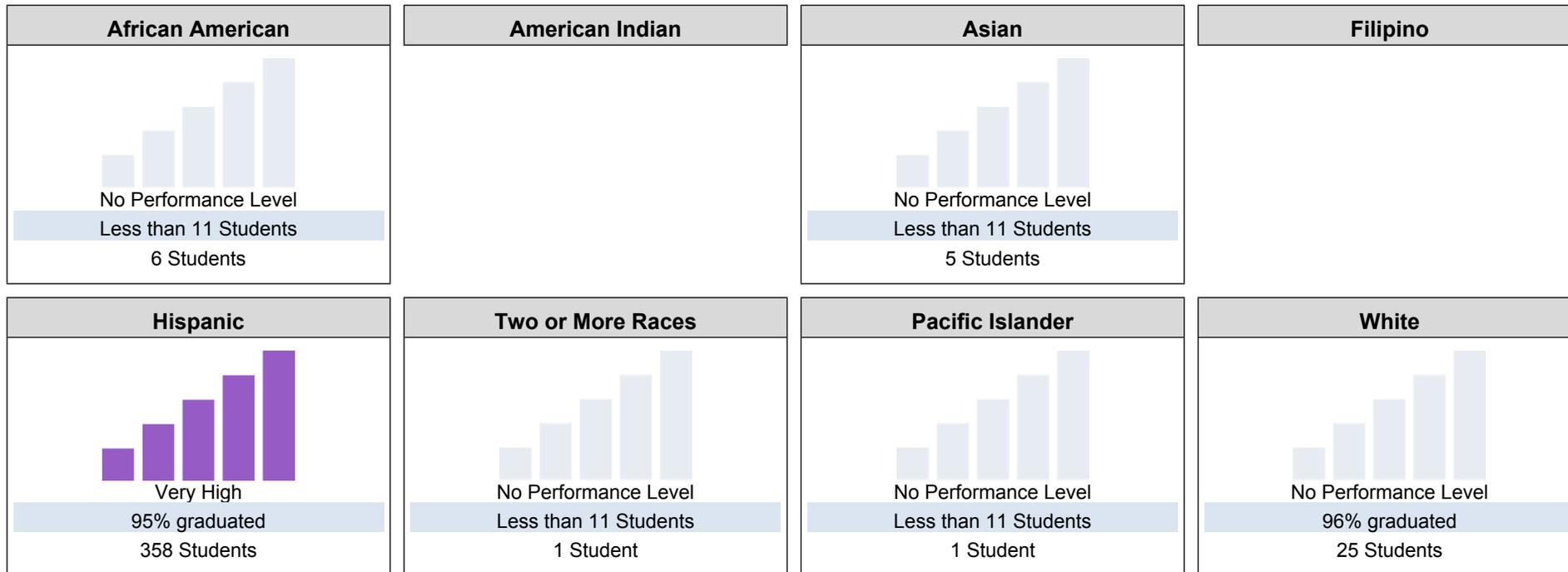


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Graduation rate (94.7%) continues to be strong for the overall student population.
2. English Learners (87.2%), Homeless students (89.7%), and SWD (90.7%) are graduating at a much lower rate in comparison to the overall student population. Hispanic (95%) and White (96%) students have the highest graduation rate.
3. JVHS needs to continue to implement appropriate interventions and provide opportunities for remediation that are accessible to vulnerable student groups.

School and Student Performance Data

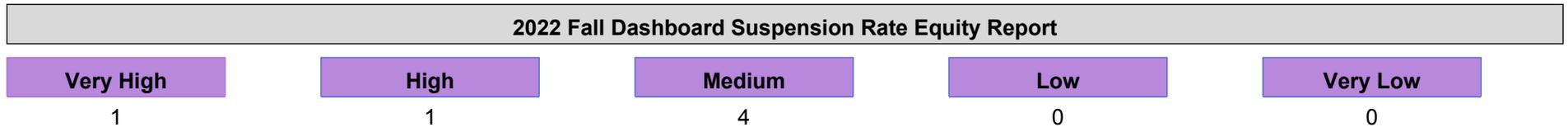
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

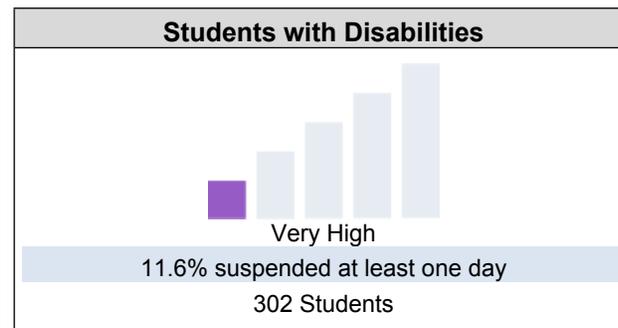
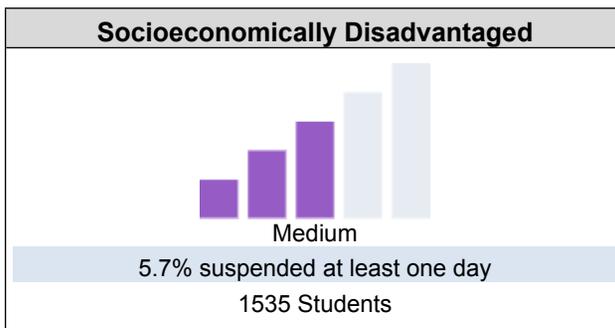
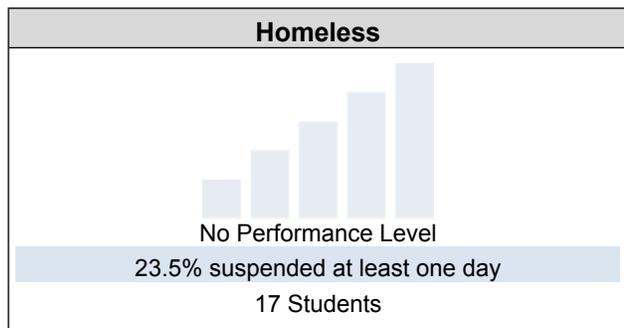
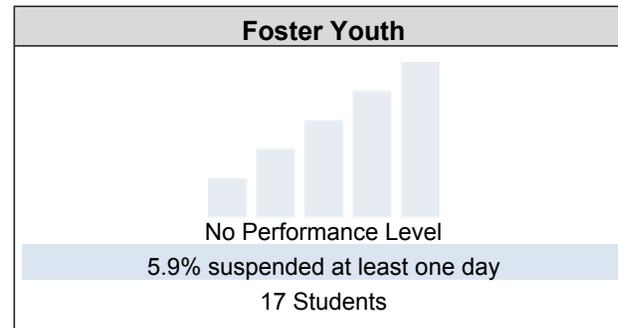
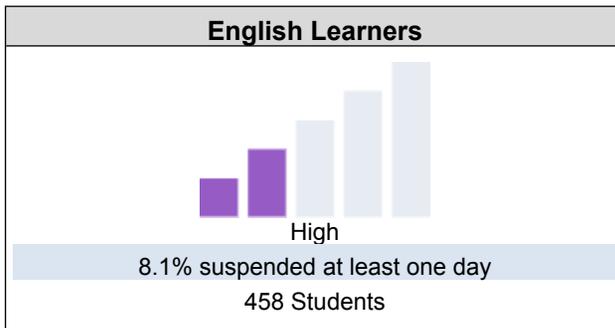
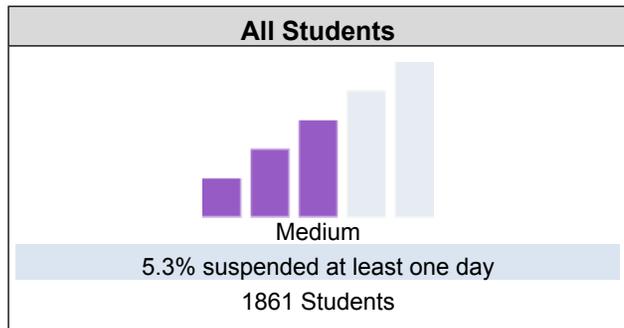


This section provides number of student groups in each level.

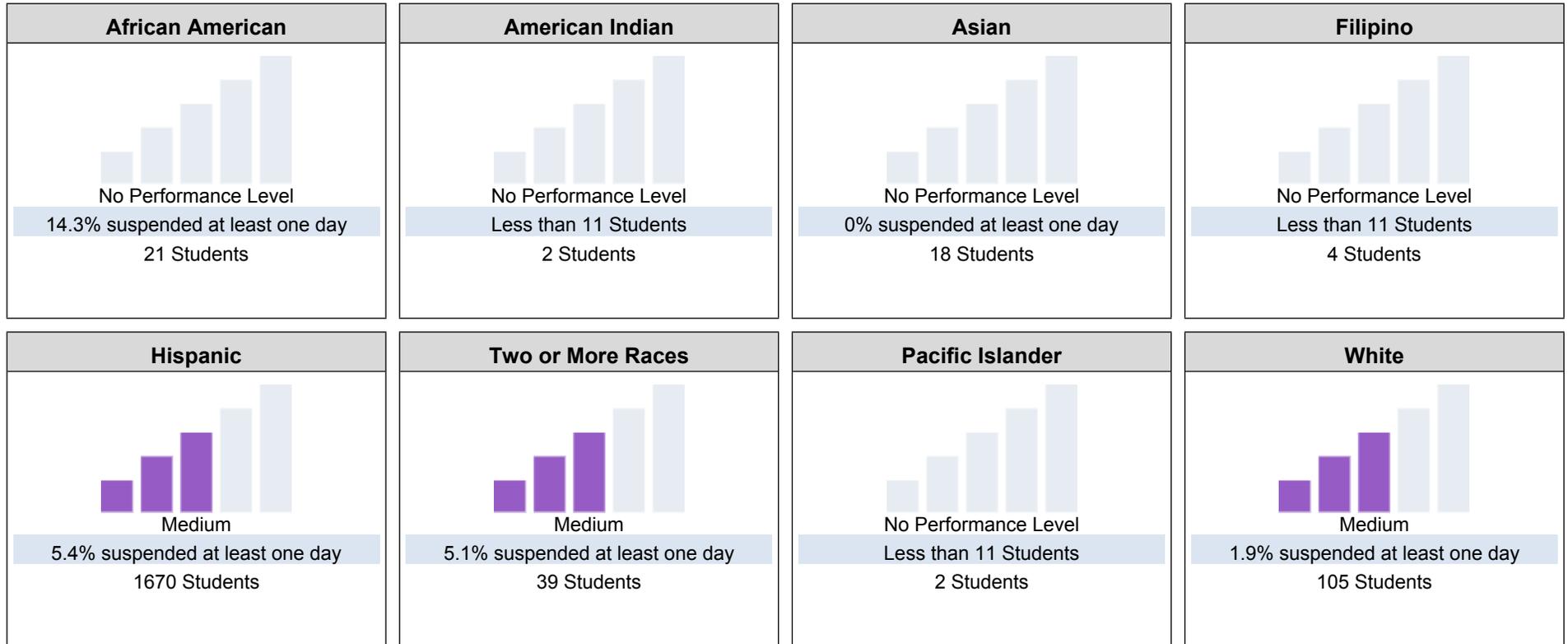


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Although the suspension rate (5.3%) of JVHS students in 2021-22 falls within the Medium performance level, there is an ongoing concern about this elevated rates of vulnerable student groups.
- Based on the data, suspensions for English Learners and students with disabilities (more than double the rate of all students) are much higher in comparison to other subgroups.

Although no performance level in indicated for African American students, the suspension rate is nearly three times higher than that of all students.

White students are suspended at a much lower rate than other subgroups, less than half in comparison to all students.
- JVHS teachers and administration need to continue to explore and implement alternate means of correction (counseling, SEL lessons, etc.) to address student behaviors, especially for students in vulnerable groups.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Targeted sub-group support

Identified Need from the Annual Evaluation and Needs Assessment:

The College and Career Readiness goal will remain, and the focus on the expansion of Dual Enrollment and CTE course enrollment for EL students and SWD will continue. CTE Pathway completion courses for Auto II and Construction II will be offered in the summer to increase completion rates and potentially allow students to enter an additional pathway. Implementation of equitable grading practices, grading calibration, and ongoing conversations to address high D/F rates will continue. The Link Crew program will continue to support incoming ninth grade students, and both PRIDE and RISA Committees will continue to evaluate established systems of support for JVHS students. These efforts will be indicated in all three LCAP goals, but mostly concentrated in the College and Career Readiness and Community Engagement goals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>CAASPP ELA: Overall distance from standard: -18.6 points below standard. Students with Disabilities: -98.7 points below standard English Learners: -102.2 points below standard Hispanic: -21.3 points below standard Socioeconomically Disadvantaged: -24.4 points below standard</p>	<p>CAASPP ELA 2021-22 to 2022-23: Overall distance from standard: Improve performance from -18.6 points below standard to 0 points below standard.</p> <p>Students with Disabilities distance from standard: Improve performance from -98.7 points below standard to -50 points below standard.</p> <p>English Learners distance from standard: Improve performance from -102.2 points below standard to -60 points below standard.</p> <p>Hispanic distance from standard: Improve performance from -21.3 points below standard to 0 points below standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Socioeconomically Disadvantaged distance from standard: Improve performance from -24.4 points below standard to 0 points below standard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	<p>CAASPP MATH: Overall distance from standard: -135.9 points below standard. Students with Disabilities: -213.6 points below standard English Learners: -210 points below standard Hispanic: -140.1 points below standard Socioeconomically Disadvantaged: -142.2 points below standard</p>	<p>CAASPP MATH 2021-22 to 2022-23: Overall distance from standard: Improve performance from -135.9 points below standard to 0 points below standard.</p> <p>Students with Disabilities distance from standard: Improve performance from -213.6 points below standard to -100 points below standard.</p> <p>English Learners distance from standard: Improve performance from -210 points below standard to -100 points below standard.</p> <p>Hispanic distance from standard: Improve performance from -140.1 points below standard to -70 points below standard.</p> <p>Socioeconomically Disadvantaged distance from standard: Improve performance from -142.2 points below standard to -70 points below standard.</p>
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	<p>With continued focus on EL students' language acquisition via optimal master scheduling, use of ELLevation, and monitoring student performance, goal data for ELPAC dashboard for 2021-22 is set as follows: Level 1 (Minimally Developed) % = 20% Level 2 (Somewhat Developed) % = 30% Level 3 (Moderately Developed) % = 35% Level 4 (Well Developed) % = 15%</p> <p>Students making progress towards English Proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI): 31.9%</p>	<p>With continued focus on EL students' language acquisition via optimal master scheduling, use of ELLevation, and monitoring student performance, goal data for ELPAC dashboard for 2022-23 is set as follows: Level 1 (Minimally Developed) % = 10% Level 2 (Somewhat Developed) % = 20% Level 3 (Moderately Developed) % = 45% Level 4 (Well Developed) % = 25%</p> <p>Students making progress towards English Proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI) is expected to increase from 31.9% in 2021-22 to 45% in 2022-23.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>With continued focus on EL students' language acquisition via optimal master scheduling, use of ELlevation, and monitoring student performance, the rate for English Learner Reclassification for 2021-22 is set as follows: Increase to 50%.</p> <p>English Learner Reclassification Rate as reported on 2021-22 Data Quest: 39% which signifies a decrease of 5.8%. Goal of 50% not met by -11%.</p>	<p>With continued focus on EL students' language acquisition via optimal master scheduling, use of ELlevation, and monitoring student performance, the rate for English Learner Reclassification for 2022-23 is set as follows: Increase from 39% in 2021-22 to 50% in 2022-23.</p>
<p>P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA</p>	<p>Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA:</p> <p>44.62% (goal not met by -5.38%) of JVHS students met or exceeded standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA.</p> <p>16.41% of JVHS students scored at the highest performance level "Standard Exceeded" (Level 4) on the EAP in ELA and may enroll in GE English college level courses upon entering the CSU.</p> <p>28.21% of JVHS students scored at the "Standard Met" (Level 3) performance level on the EAP in ELA and must complete an approved year-long English course in the twelfth grade with a grade of "C-" or better before they may enroll in GE English and/or mathematics college-level courses upon entering the CSU.</p>	<p>Expected outcome for the percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA:</p> <p>Increase percentage of JVHS students who meet or exceed standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA from 44.62% in 2021-22 to 53% in 2022-23.</p> <p>Increase percentage of JVHS students who score at the highest performance level "Standard Exceeded" (Level 4) on the EAP in ELA and may enroll in GE English college level courses upon entering the CSU from 16.41% in 2021-22 to 23% in 2022-23.</p> <p>Increase percentage of JVHS students who score at the "Standard Met" (Level 3) performance level on the EAP in ELA and must complete an approved year-long English course in the twelfth grade with a grade of "C-" or better before they may enroll in GE English college-level courses upon entering the CSU from 28.21% in 2021-22 to 30% in 2022-23.</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 pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math:</p> <p>10% (goal not met by -35%) of JVHS students met or exceeded standards to demonstrate college</p>	<p>Expected outcome for the percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>preparedness pursuant to the Early Assessment Program (EAP) in Math.</p> <p>4.36% of JVHS students scored at the highest performance level “Standard Exceeded” (Level 4) on the EAP in Math and may enroll in GE Math college level courses upon entering the CSU.</p> <p>5.64% of JVHS students scored at the “Standard Met” (Level 3) performance level on the EAP in Math and must complete an approved year-long math course in the twelfth grade with a grade of “C-” or better before they may enroll in GE math college-level courses upon entering the CSU.</p>	<p>Increase percentage of JVHS students who meet or exceed standards to demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math from 10% in 2021-22 to 20% in 2022-23.</p> <p>Increase percentage of JVHS students who score at the highest performance level “Standard Exceeded” (Level 4) on the EAP in Math and may enroll in GE Math college level courses upon entering the CSU from 4.36% in 2021-22 to 10% in 2022-23.</p> <p>Increase percentage of JVHS students who score at the “Standard Met” (Level 3) performance level on the EAP in Math and must complete an approved year-long Math course in the twelfth grade with a grade of “C-” or better before they may enroll in GE Math college-level courses upon entering the CSU from 5.64% in 2021-22 to 10% in 2022-23.</p>
P4: Completion Rate of CTE Course Pathways (CASDB)	<p>With continued focus on CTE Pathway completion rates and prioritizing student enrollment/persistence in CTE coursework, the goal is as follows:</p> <p>CTE Pathway Completion Rates 2022: 25.6% Goal not met by -4.4%</p>	<p>With continued focus on CTE Pathway completion rates and prioritizing student persistence in CTE coursework, the expected outcome for 2023 is to increase completion rates from 25.6% in 2022 to 30% in 2023.</p>
P4: Percent increase in a-g course completion rate	<p>Percent increase in a-g course completion rate: .9% from 43% (2021) to 43.9% (2022). Did not meet goal of 45% completion by -1.1%.</p>	<p>Expected outcome to increase the percentage of the a-g course completion rate:</p> <p>Increase from 43.9% (2022) to 50% (2023).</p>
P4: Percent of students who have completed both a-g requirement and CTE completion (CASDB)	<p>JVHS met/exceeded the goal to increase the percentage of students who complete both a-g requirements and at least one CTE Pathway to 15% with an actual completion rate of 18.1%.</p>	<p>JVHS will increase the percentage of students who complete both a-g requirements and at least one CTE Pathway from 18.1% in 2022 to 21% in 2023.</p>
P5: Graduation Rate	<p>Overall Graduation Rate for 2022: 94.8% Students with Disabilities: 90.7% English Learners: 87.2%</p>	<p>Expected Graduation Rate from 2022 to 2023:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: 95% Socioeconomically Disadvantaged: 94.7% Homeless: 89.7% White: 96% County Graduation Rate: 85.4% State Graduation Rate for 2022: 87.4%	Overall Graduation Rate: Increase from 94.8% to 96.8% Students with Disabilities: Increase from 90.7% to 92.7% English Learners: Increase from 87.2% to 90.2% Hispanic: Increase from 95% to 96% Socioeconomically Disadvantaged: Increase from 94.7% to 95.7% Homeless: Increase from 89.7% to 91.7% White: Increase from 96% to 97%
P7: Percent of students enrolled in CTE courses	Percent of students enrolled in CTE courses: JVHS met/exceeded the goal to increase CTE course enrollment to 35% with an actual (average) enrollment increase of 40.2%.	Increase the percent of students enrolled in CTE courses from 40.2% in 2022 to 43% in 2023.
P7: Percent of pupils who have successfully enrolled in UC/CSU required course.	100% of students were enrolled in a UC/CSU required course, however, this goal will need to be revised to reflect students enrolled in 4+ UC/CSU required courses to remain on track for a-g completion.	100% of students will be enrolled in 4+ UC/CSU required courses to remain on track for a-g completion.
P7: Percent of students enrolled in AP courses P4: AP test passing rates	This goal was partially met. Students enrolled in AP courses increased to 13.7%, but missed the target goal by 1.3%. The percentage of students scoring 3+ on all exams increased from 25.1% to 30% exceeding the target goal by 4.9%. AP pass rates increased in six subject areas, decreased in three, and NA for two: AM GOV = 17.9% to 17.1% (not met) APES = 8.2% to 3.3% (not met) APUSH = 6.5% to 13.2% (met) BIO = 5.4% to 12.9% (met) ENG LANG = 10.3% to 27.1% (met) ENG LIT = 17.6% to 53.6% (met) EURO = 8% to 27.9% (met)	Increase student enrollment in AP courses from 13.7% to 15%. Increase the percentage of students scoring 3+ on all exams from 30% in 2022 to 34% in 2023. AP pass rates will increase as follows from 2022 to 2023: AM GOV = 17.1% to 20% APES = 3.3% to 10% APUSH = 13.2% to 20% BIO = 12.9% to 15% ENG LANG = 27.1% to 30% ENG LIT = 53.6% to 54%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	PHYSICS = 11.1% to 10% (not met) SPAN LANG = 68.6% to 85.7% (met) SPAN LIT = Not offered 2021-22 (NA) STATISTICS = 28.6% (not offered in 2020-21) (NA)	EURO = 27.9% to 30% PHYSICS = 10% to 12% SPAN LANG = 85.7% to 87% SPAN LIT = new baseline set at 75% STATISTICS = 28.6% to 30%
P4: Continued transition to equitable grading practices to decrease D/F rates.	Baseline data D/F rates for 2022-23 school year (Semester 1 Final): Overall: 17.17% English: 13.54% Math: 20.45% Social Sci: 23.88% Science (Life/Physical): 25.73%/20.96% World Lang: 23.76% VAPA: 13.57% CTE: 11.47% Sp Educ: 23.88%	Expected outcomes for D/F rates for 2023-24 school year (Semester 1 Final): Overall: decrease by 1% to 16.17% English: decrease by 1% to 12.4% Math: decrease by 4% to 16.45% Social Sci: decrease by 5% to 18.88% Science (Life/Physical): decrease by 6% to 19.73% and decrease by 2% to 18.96% World Lang: decrease by 5% to 18.76% VAPA: decrease by 2% to 11.57% CTE: decrease by 2% to 9.47% Sp Educ: decrease by 5% to 18.88%
P4: Review of progress for SWD	SWD CAASPP outcomes indicate performance data as follows: ELA = -98.7 points (new baseline) Math = -213.6 points (new baseline) CAST = 15% (or more) Meeting Standards	SWD expected improvement outcomes from 2022 to 2023 are as follows: ELA = -98.7 to -50 points below standard Math = -213.6 to -100 points below standard
P4: Increase CCI preparedness scores for graduate cohort including EL and SWD subgroups.	Increase CCI preparedness as follows: Overall = 29.9% (not met by -15.1%) EL = 4.2% (not met by -11.8%) SWD = 7.2% (not met by -1.8%, but increase of 5% from 2021)	Increase CCI preparedness from 2022 to 2023 as follows: Overall = 29.9% to 35% EL = 4.2% to 10% SWD = 7.2% to 12%
P4: Continue implementation of the formative assessment process in lessons to provide teacher clarity and increase student engagement, feedback structures, and self-regulation via reflection and goal-setting.	Professional learning activities that support/increase implementation of the formative assessment process continued. Academic language relevant to the FAP will be evident as its use increases among students and teachers. PD for WICOR strategies was presented by AVID trained teachers to all teachers and within individual departments.	Professional learning activities that support/increase implementation of the formative assessment process will continue. Academic language relevant to the FAP will be evident as its use increases among students and teachers. PD for WICOR strategies will continue to be presented by AVID trained teachers to all teachers and within

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

individual departments, including summer AVID training of administration.

Planned Strategies/Activities

Action 1.1

1.1 Academic support via acceleration, prevention, remediation, and intervention:

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>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. Offer summer acceleration courses (PE, Intro CTE, fine art courses) to create space in students' schedules to: (1) complete CTE pathways, (2) participate in dual/concurrent enrollment coursework, (3) meet graduation and/or a-g requirements early, and (4) allow AVID students the option to enroll in electives in addition to the required AVID elective (district funded).</p> <p>c. 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>d. Create and maintain a master schedule of courses to include JOLT options (periods 0 - 7) offering remediated coursework and interventions as funded by the site allocation (District-funded) for students demonstrating the need. Facilitate enrollment for ELO coursework after school and during Saturday School when appropriate (grant- funded).</p> <p>e. Continue to support teacher collaboration time (cross-curricular and common planning teams) to share best practices, including WICOR</p>	<p><u>X</u> All Students</p> <p>Other student group(s) English Learners and Students with Disabilities</p> <p><u>X</u></p>	<p>Gap Materials and Supplies and other Supplementary Materials (k.) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$18,000.00</p> <p>Marketing/Communication printing/postage. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,230.00</p> <p>Subs for teacher collaboration time (e.) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10,900.00</p> <p>Gap Materials and Supplies and other Supplementary Materials online (k.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$9,069.00</p> <p>Intervention Teachers Salaries (d.) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$511,998</p>

strategies, present (model) lessons, observe peers, analyze assessment data, and calibrate grading practices to increase access to curriculum/rigor for SWDs and ELD students.

f. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas (district funded).

g. Support English Learners and Students with Disabilities - NewsELA, Vocab.com, QIA, Lightbox, and additional software/online supplementary programs to support students' language acquisition and academic progress as a schoolwide strategic focus.

h. 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).

i. Purchase replacement copier and necessary supplies, materials, etc.

j. Additional administrative and staff support to support curriculum and instruction via academic student support.

k. Department and program supplies/materials to support student learning.

Computer Aided/Online Supplementary Curriculum/materials/Konica Service (g.) (i.)
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$6,265.00
 Assistant Principal Salary (j.)
 1000-1999: Certificated Personnel Salaries
 LCFF District -- 500 0707
 \$220,376
 Assistant Principal Secretary Salary (j.)
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$97,599
 Copier and necessary supplies, materials, etc. (i.)
 6000-6999: Capital Outlay
 LCFF Suppl/Conc -- 0707
 \$10,000

Action 1.2

1.2 a-g Support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a-g Support: To enhance college and career exploration and increase the percentage of students completing a-g requirements we will:	<u>X</u> All Students	Career Center Clerk Salary to increase support hours of Career Center Counselor (a.)
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.	<u>X</u> Other student group(s) English Learners, Students with Disabilities, AVID	2000-2999: Classified Personnel Salaries

b. College/Career Counselor will continue to prepare for and present at parent information nights to increase their knowledge of what it means for students to be college and career ready. Topics will include a-g requirements, FAFSA (financial aid), scholarship opportunities, CTE careers and pathways, and workshops to assist with the college application process. Counselor will partner with academic counselors and guidance coordinators to make classroom presentations and host informational parent nights.

c. Improve student completion of a-g requirements through data analysis, and access to college and career readiness information by establishing a strong partnership among caseload counselors and the College Career Center (District-funded).

d. Continue a-g awareness by increasing access to Career and College Counselor and Clerk, hosting activities to promote college, career, and/or community awareness/participation.

e. Continue strategic intervention/tutor/preventative support at-risk/struggling students with a focus on sub-groups, specifically ELs and SWDs. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas, ELO (if grant funded), and Saturday School tutoring.

f. Identify (teacher/counselor recommendations, assessment scores, etc.) GATE/AP/Honors students and increase their participation in AP coursework and DE (District-funded).

g. Increase teacher-parent communication when students demonstrate difficulty with mastery of content/skills through Parent Square and personal email/phone/conference contact (District-funded).

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. Additionally, continue Alludo trainings (District supported) and Language Services presentations/trainings for use of ELLevation software to support EL students (District-funded).

i. Provide students college course experiences targeted towards a career path and aligned with CTE pathways in an effort to increase the number of students meeting requirements for CCI (District-funded).

LCFF District -- 500 0707

\$63,990

Support a-g events held in the evening (d.)

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$1,000.00

Career Center Counselor/Counselors Salaries (b.)

1000-1999: Certificated Personnel Salaries

LCFF District -- 500 0707

\$316,805

DBQ Online subscription (k.)

5000-5999: Services And Other Operating Expenditures

Title I Basic -- 3010

\$2400.00

j. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service--district funded) in core subject areas.

k. Purchase of subscription for online DBQ access to support social sciences.

Action 1.3

1.3 AVID Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>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 (District and Site-funded).</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 courses (PE, Intro CTE, fine art courses) to allow AVID students the option to enroll in electives in addition to the required AVID elective (District-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>	<p><u>X</u> All Students</p> <p>Other student group(s) AVID,</p> <p><u>X</u> English Learners, and Students with Disabilities</p>	<p>AVID Tutors (a.) 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$22,000.00</p> <p>AVID Summer Training / Conference (b.) 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$4,000.00</p> <p>AVID tutors (a.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$10,200.00</p> <p>Transportation for AVID field trips (h.) 5700-5799: Transfers Of Direct Costs LCFF AVID – 0765 \$2,215.00</p> <p>Substitutes for AVID or other curriculum related field trips (c.) 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$4,000.00</p> <p>AVID Tutors (a.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>

g. AVID Membership consultant and AVID Certification (District Funded).

\$9,000.00

h. Supplement cost of transportation for AVID field trips as needed.

Action 1.4

1.4 ELD Support

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

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.

X

Other student group(s) English Learners

a. Provide three Bilingual Tutors services to serve EL students in the classroom.

(1.0) 6 hr. & (2.0) 3 hr. Bilingual Language Tutors Salaries (a.)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$19,763

b. Renew contract(s) for English Language Development materials/software, provide materials and computer applications as needed to support EL students.

(1.0) 6 hr. & (2.0) 3 hr. Bilingual Language Tutors Salaries (a.)
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$79,051

c. Instructional Rounds facilitated by EL experts from Language Services.

Subs for teacher collaboration to support EL student academic progress. (e.)
1000-1999: Certificated Personnel Salaries
Title III LEP -- 4203
\$10,563.00

d. Support cost of ELAC meetings after school hours or other supports for EL parents.

Extra comp for EL meetings in evening (f.)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$300.00

e. Support a schoolwide strategic focus for EL collaboration including special educators and general education teachers.

f. Organize and conduct ELAC meetings, obtain speakers, provide translation and interpretation. Present SPSA findings with ELAC to solicit feedback/input (annually).

g. Addition of Norco Dual Enrollment ELD Course to increase college and career readiness for EL students (District-funded).

- h. Create a master schedule to include separate sections for all levels of English Learners.
- i. Provide learning experiences outside the classroom for EL students to increase language acquisition in a practical "real world" setting (Ropes Challenge at UCR, conversational English sessions, etc.) (District-funded).
- j. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas (District-funded).
- k. 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 (ELLevation training). (District funded)

Action 1.5

1.5 AP courses

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>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. Transportation to UCR for AP prep courses as requested.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) GATE</p>	<p>AP conference teacher travel requests (a.) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000.00</p> <p>Transportation for prep courses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>AP test prep tutoring (c.) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p>

e. Tutoring support for all students through promotion, training, and implementation of Paper.co (24/7 tutoring service) in core subject areas (District-funded).

Action 1.6

1.6 CTE Pathways Support

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Create new pathways and refine older pathways to meet new CTEIG requirements (Funded using CTE & CTEIG funding sources).

X All Students

a. Continue (funding) support for overnight trips (lodging), fair/livestock projects.

Other student group(s) English Learners and Students with Disabilities

X

b. Continue funding for CTE support materials.

c. Re-establish professional development opportunities available to CTE teachers as in years prior to the pandemic. The CTE department will also be able to attend the annual state conference in winter 2023.

d. Increase student certifications/articulation via CTE pathways for both construction and transportation pathways and support the return of the construction pathway that was shuttered for the 2021-22 school year.

e. Continue to provide necessary equipment and care of agriscience animals and plants. Greenhouse renovation will allow more plant science (horticulture) opportunities and programs.

f. Re-establish partnership travel costs or other associated costs to build partnerships and internships with local businesses.

g. Strengthen CTE pathways for stronger alignment to the workforce and postgraduate training programs. The CTE department will continue to reach out to local industry partners, specifically digital communications.

h. Support the addition of new CTE Pathway, Information Services (Dell Tech).

- i. Materials to strengthen CTE pathways for alignment to workforce.
- j. PD for CTE teachers to build STEAM paths.

Action 1.7

1.7 Professional Learning Focus

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

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.

- All Students
- Other student group(s) English Learners, SWD

a. 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 (ELLevation training). (District funded)

b. Strengthen Collaboration Teams to include evidence walks and add more culturally relevant lessons and materials.

c. Continue regular observation time in classrooms with same-day feedback to teachers by admin.

d. Substitute Teachers to allow the teacher to attend PD/Competitions.

e. Professional learning on equitable teaching/grading practices that encourage students to focus on mastery of learning versus grades.

Sub Costs for Team and Staff Collaboration (b., d., and e.)
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$10,000.00

Action 1.8

1.8 Digital Gateway (DG) support & implementation

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Digital Gateway (DG) support & implementation:

a. Provide ongoing support of students, teachers, staff, and parents for successful implementation of DG via in-class lessons using Common Sense Media (District- funded).

X All Students

Action 1.9

1.9 Textbooks & Enrichment materials

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Textbooks & Enrichment materials

- a. Ensure each student has a textbook for courses (District-funded).
- b. Supplemental Curriculum gap materials to support core classes including materials available in Spanish to enhance access to the curriculum.
- c. Support piloting and use of new textbooks in all core subject areas, including LOTE.
- d. Support Library Technician to ensure textbook orders are updated to ensure all students have access to textbooks.

X All Students
X Other student group(s) English Learners and Students with Disabilities

Supplemental materials to support students academic success with new textbook adoptions. (b. and c.)
4000-4999: Books And Supplies
Title I Basic -- 3010
\$7,500.00
Library Technician Salary (d.)
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$80,780

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

The increase of posting signage and marketing banners will continue in the 2023-24 school year, specifically highlighting Jurupa Valley High School's "story" with a focus on student learning outcomes (PRIDE). Based on input gathered from students, staff, and parents, Jurupa Valley's "curb appeal" would benefit from repainting, displaying updated logos, and installation of new scoreboards, recognition plaques, etc. Site admin has collaborated with Maintenance and Operations to create a plan for installation and/or completion of these enhancements. Additionally, the PRIDE Committee and RISA Committee have continued to identify and evaluate areas for improvement with students to better provide the educational community with a safe, orderly, and inviting learning environment. Their continued efforts will continue to be instrumental as they create plans to provide students the tools/skills they need to achieve success (appropriate behaviors, SEL, self-regulation, engagement, involvement) at JVHS, as well as in post-secondary college/career options.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	FIT reports indicate 92.5% Good, however, JVHS is still in process of selecting/ordering campus beautification/improvement items.	All school facility reports will indicate 100% Good on FIT report for an increase of 7.5%. Plans created in collaboration with Maintenance and Operations will be completed in the 2023-24 school year.
P5: School Attendance Rates (Semester 1 Q SIS)	9th Grade: Although 9th grade met 95% + for six school days in August/September, the cumulative attendance rate for Semester 1 did not meet the expected minimum of 95%. 10th Grade:	Increase 2023-24 student attendance in all grade levels to meet the expected minimum of 95%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Although 10th grade met 95% + for three school days in August, the cumulative attendance rate for Semester 1 did not meet the expected minimum of 95%.</p> <p>11th Grade: Although 11th grade met 95% + for one school day in August, the cumulative attendance rate for Semester 1 did not meet the expected minimum of 95%.</p> <p>12th Grade: Although 12th grade met 95% + for three school days in August, the cumulative attendance rate for Semester 1 did not meet the expected minimum of 95%.</p>	
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Chronic Absenteeism increased from 18.9% in 2020-21 to 38.5% in 2021-22.	Decrease the Chronic Absenteeism rate for 2022-23 of 38.5% by 10%.
P5: High School dropout rates	High School dropout rate for 2021-22 is to 3.8%.	Decrease the High School dropout rate for 2022-23 of 3.8% by 1%.
P6: Pupil Suspension rate	Pupil Suspension rate increased from 0% in 2020-21 (distance learning) to 37.8% in 2021-22.	Decrease the Pupil Suspension rate for 2022-23 of 37.8% by 10%.
P6: Pupil expulsion rate	Pupil expulsion rate increased from 0% in 2020-21 (distance learning) to .8% in 2021-22.	Decrease the 2022-23 Pupil expulsion rate increased of .8% to .5%.
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 59% responded "Almost Never" or "Once in a while"	LCAP Student Survey, Spring 2024: Increase the percentage for the following question: "How often do you worry about violence at your school?" from 59% in spring 2023 to 70% responding "Almost Never" or "Once in a while" in spring 2024.
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 85% responded "Not at all difficult" or "Slightly difficult".	LCAP Student Survey, Spring 2024: Maintain or increase the percentage for the following question: "For students who need extra support, how difficult is it for them to get the support that they need?" to 85-87% responding "Not at all difficult" or "Slightly difficult".

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 100% responded "Quite Well" or "Extremely Well", however, only six parents/families responded to the survey.	Increase parent/family survey completion from 6 parents in spring 2023 to at least 200 in spring 2024. Maintain the percentage for the following question in the LCAP Parent/Family Survey: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" of 100% responding "Quite Well" or "Extremely Well".
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 72% responded "Not at all difficult" or "Slightly difficult".	Increase Teacher survey completion from 9 teachers in spring 2023 to at least 40 in spring 2024. Maintain the percentage for the following question in the LCAP Teacher Survey: "For students who need extra support, how difficult is it for them to get the support that they need?" of 90% responding "Not at all difficult" or "Slightly difficult".
P6: Update School Site Safety Plan	Updated the Safety Plan with continued input from certificated and classified staff members and gained approval from School Site Council by January/February 2023. Met the expected outcome and was approved in January 2023.	Continue to update the Safety Plan with continued input from certificated and classified staff members and gain approval from School Site Council by January/February 2024. Met the expected outcome and was approved in January 2024.
P6: Annual safety drills and needs assessment	Administered minimum of three drills during the 2022-23 school year including the Great Shakeout, an active shooter drill, and a (reverse) lockdown drill. Upgrades to bell system were not complete in summer 2022 to ensure timely communication with students and staff during drills and actual security situations on campus, however they began in March 2023.	Continue to administer minimum of three drills during the 2023-24 school year including the Great Shakeout, an active shooter drill, and a (reverse) lockdown drill. Upgrades to the bell system began in March 2023 and are expected to be complete for the 2023-24 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Establish schoolwide student celebrations and student connectedness	<p>Met the expected outcome. Celebratory events/lunches/BBQs held to recognize student achievement. Inaugural Jag PRIDE Awards will take place in May 2023.</p> <p>Students recognized for achievements in athletics, academics, attendance on Instagram, Arreya screens, and at school wide rallies. Students with perfect attendance were added to a drawing for various donated items including a bike, wi-fi speakers, prom tickets, off-campus passes, Jag gear, etc. Athletes of the Month were posted on Arreya and photos added to the display in the gym.</p> <p>Continued to increase recognition of students for various achievements and improvements as well as the feeling of connectivity among students and staff to sustain a positive school climate.</p>	<p>Continue to host celebratory events/lunches/BBQs to recognize student achievement including Jaguar PRIDE Awards in May 2024.</p> <p>Continue to recognize students for achievements in academics, attendance, athletics and the arts on Instagram, Arreya screens, and at school wide rallies. Students with perfect attendance will again be added to a drawing for various donated items, off-campus passes, Jag gear, etc. Athletes of the Month were posted on Arreya and photos added to the display in the gym.</p> <p>Continue to increase recognition of students for various achievements and improvements as well as the feeling of connectivity among students and staff to sustain a positive school climate.</p>
P6: SEL promotion and education	Students reporting self-awareness decreased from 71% to 67% for ninth grade respondents and 62% to 61% for eleventh grade respondents. There was no question offered on this year's CHKS to gage strategies for problem-solving.	CHKS will not be administered to ninth and eleventh grade students again until 2024-25.

Planned Strategies/Activities

Action 2.1

2.1 MTSS/Discipline

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Address students behaviors by utilizing restorative practices for Level 1 infractions (tardies/period truancies, mediations, classroom disruptions) and	<u>X</u> All Students	Subs for PD release time (d. and i.) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707
	<u>X</u> Other student	

incentivize expected/self-regulated behaviors with recognitions, rewards, and eligibility for desired opportunities/events. To do so, we will:

- a. Offer alternative behavior support/program in lieu of suspension or as a reduction time of suspension including Student Youth Court, parent partnership in consequences to correct behavior, lunch detention and/or on-campus interventions (Jag Reset), PICO referrals, use of Wellness Center (Community School) assign BASE lessons, RAGs (if district funded), behavioral contracts, and conflict resolutions.
- b. SWD (including students w/ 504 Plans) may visit the Academic Support Center as needed. Counselors will provide guidance to students for chronic (level one) behavioral and truancy issues then document on Q.
- c. Increase student celebrations for positive choices. Select, purchase, and order MTSS support materials and student incentives to reward positive behavior for students exhibiting positive behaviors with self-regulation/discipline and school attendance.
- d. Continue training staff in SEL curriculum and fund subs as needed. Actively promote/fund weekly incentives for Attendance Awareness in September (school gear-shirts, hats, buttons, etc.). Continue to implement BASE Education program via Jag Reset or as alternative behavior support.
- e. Ongoing training for Campus Supervisors on systematic supervision. Campus supervisors will attend annual JUSD training in December and participate in weekly meetings and/or trainings (de-escalation techniques, appropriate monitoring of restrooms, etc.) administered by SMA AP, coordinator, and SRO as appropriate. Cross-training will be provided for newly hired campus supervisors for the expectations of campus coverage (District funded).
- f. Continue to design and issue eye-catching shirts/sweatshirts for easy identification of campus supervisors (allowance per campus supervisor--district funded).
- g. Continue supporting the role of BSEL Coordinator to administer/analyze temperature checks for students and provide BASE lessons in Jag Reset (stipend--district funded) and partner with the Wellness Center (Community School).
- h. Ongoing training to students and staff on Bullying Prevention and student campaigns to promote positive messages (Army National Guard presentations on bullying prevention for ninth and tenth graders). Confront

group(s) SWD,
LGBTQI+, students of
color

\$5,000.00

Purchase MTSS Resource materials and student incentives (c.)(4300)
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2,000.00

bullying behavior, bystander actions and intervention, and other negative student behaviors. Deliver annual digital citizenship lessons to help students be more aware of the impact of their social media presence (district funded or volunteer).

i. Provide education to students and professional development to all staff about the history of discriminatory language (origination/harm of racial slurs, anti-LGBTQ+ name-calling, etc.), why it is not acceptable or respectful, and expectations of appropriate language that is dignified for all diverse and unique groups represented at JVHS (also included in LCAP Goal #3).

j. Continue to offer safe spaces such as identifying offices/classrooms with LGBTQI+ badges, etc. Create opportunities for increased inclusivity of LGBTQI+ students.

Action 2.2

2.2 Safety Equipment & Supplies

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>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, specifically, large high-powered flashlights.</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 transportation, communication, Raptor System, and staff professional development.</p> <p>e. Purchase two new wheelchairs to transport injured students/staff as needed (accidental injury and in case of school wide emergency that may result in injury).</p>	<p><u>X</u> All Students</p>	<p>Purchase needed supplies (e.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p> <p>Safety Items (a. and f.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p> <p>Campus security (d.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$13,700.00</p>

f. Purchase a lock box to secure confiscated items until they can be released to SRO as well as safety gloves.

Action 2.3

2.3 Updated Equipment, Supplies, & Facility repairs/improvement

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Safety Equipment, Supplies, & Facility repairs/improvement

X All Students

a. Begin replacing equipment considered unsafe and therefore no longer in commission with updated machines/equipment used for strength and conditioning by PE students and athletes (touchpads for swim--required for CIF qualification).

b. Provide an additional gathering place that allows students/staff/parents to safely congregate inside and outdoors.

c. Continue to improve conditions for PE students/athletes in and around the gym.

d. Enhance and/or create shade for students and community members (ex: baseball/softball fields)--funded by ESSER.

e. Obtain estimates and prioritize non-PE/Athletic (equipment, supplies, repairs/improvements) needs. Begin with actions/services that will benefit the greatest number of students (ex. Science tables--funded with admin discretionary).

f. Purchase items and organize events to promote collaboration among students and staff members.

g. Continue to add to positive learning environment with plants, posters, signs of inclusion.

h. Install hydration station on the tile side of the gym for PE student and athlete access.

Athletic and PE replacement/updating equipment (a. and h.)

6000-6999: Capital Outlay
LCFF Suppl/Conc -- 0707
\$24,000.00

Collaborative furniture (b.)
6000-6999: Capital Outlay
Title I Basic -- 3010
\$10,000.00

Campus Beautification (g.)
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$10,000.00

Student common areas (i.)
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$13,330.00

i. Enhance student common areas for greater collaboration and inclusivity.

Action 2.4

2.4 Continue to increase health services for students

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Continue to increase health services for students:</p> <p>a. Increase direct health services/communication to students and PICO referrals for low-cost medical services to families (services are district funded, communication/interpretation is site funded)</p> <p>b. On-site behavioral health therapist and peer specialist to support students' social emotional needs (district funded).</p> <p>c. Support students and parents with the Community School Wellness Center (grant funded).</p> <p>d. Two health care aides to staff the Health Office (district funded).</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Parent interpretation for all outreach (a.) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$753.00</p> <p>(2) Health Care Aides Salaries (d.) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46,626</p>

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

The student, staff, and community engagement goal will remain and will continue to focus on the expansion of opportunities for parent engagement/partnership, specifically the annual learning opportunity of the Parent Institute for Quality Education (PIQE). Parents will be invited to tour the campus to see programs (CTE and STEAM) in action so they may support their children with academic opportunities. The Link Crew program will continue as an added support for incoming ninth graders, and the PRIDE Committee will continue to meet with a concerted effort to evaluate established systems of standards and support for JVHS students. Additionally, JVHS will 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. Goal metrics/indicators will be clarified to identify specific outcomes relevant to student, staff, and community engagement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important", however, there were only six respondents.	Increase response rates from 6 parents to at least 200 to better capture parent/families' perspectives. LCAP Parent/Family Survey, Spring 2024: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" Sustain percentage of 100% (within 5%) responding "Extremely Important" or "Quite Important".
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next	Increase response rates from 6 parents to at least 200 to better capture parent/families' perspectives.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>three years, how important is it for us to focus on...Student activities and extracurricular activities?".</p> <p>100% responded "Extremely Important" or "Quite Important", however, there were only six respondents.</p>	<p>LCAP Parent/Family Survey, Spring 2024: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?".</p> <p>Sustain percentage of 100% (within 5%) responding "Extremely Important" or "Quite Important".</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?".</p> <p>0% responded "Quite Enthusiastic" or "Extremely Important", however, there were only nine respondents.</p>	<p>Increase response rates from 9 teachers to at least 40 to better capture teachers' perspectives.</p> <p>LCAP Teacher Survey, Spring 2024: "On most days, how enthusiastic are the students about being at school?".</p> <p>Increase percentage to 60% responding "Quite Enthusiastic" or "Extremely Important".</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP Student Survey, Spring 2023: "Overall, how much do you feel like you belong at your school?".</p> <p>39% responded "Belong quite a bit" or "Completely belong".</p>	<p>LCAP Student Survey, Spring 2024: "Overall, how much do you feel like you belong at your school?".</p> <p>Increase percentage to 65% responding "Belong quite a bit" or "Completely belong".</p>
<p>P6: Extra-curricular experiences</p>	<p>Based on qualitative data (observations) as well as data from 5-Star technology, there was an increase in students participating in extracurricular events, most of which took place on campus. Much of the increase can be attributed to the addition of recognition BBQs for each athletic season and those for attendance and academics recognition.</p>	<p>Based on qualitative data (observations) as well as data from 5-Star technology, there was an increase in students participating in extracurricular events, most of which took place on campus. Much of the increase can be attributed to the addition of recognition BBQs for each athletic season and those for attendance and academics recognition.</p>
<p>P3: Social Media engagement</p>	<p>JVHS Facebook was revived this school year to include similar postings on Instagram. Additionally, through the initiative of the JUSD Communications Division, numerous students and staff were recognized on Twitter and websites via student voices episodes and celebrations of the school's diversity with heritage month postings.</p>	<p>JVHS Facebook was revived this school year to include similar postings on Instagram. Additionally, through the initiative of the JUSD Communications Division, numerous students and staff were recognized on Twitter and websites via student voices episodes and celebrations of the school's diversity with heritage month postings.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 & P6: Student Recognition for various achievements/improvements	Over the course of the school year, JVHS was able to lower tardies and improve attendance on an incremental level, however, students' timeliness to class improved due to the "no-go" list which prohibits students from attending extracurricular activities until they attend tutoring, Saturday School, or detention to remediate their tardiness.	Over the course of the school year, JVHS was able to lower tardies and improve attendance on an incremental level, however, students' timeliness to class improved due to the "no-go" list which prohibits students from attending extracurricular activities until they attend tutoring, Saturday School, or detention to remediate their tardiness.
P6: Growth in cultural events and/or student connectedness courses	Continued offering courses that increased student engagement, ultimately improving ADA and reducing lower level discipline, as well as extra-curricular events to promote community engagement. CTE courses are course with the highest levels of engagement resulting in the lowest D/F rate overall.	Continued offering courses that increased student engagement, ultimately improving ADA and reducing lower level discipline, as well as extra-curricular events to promote community engagement. CTE courses are course with the highest levels of engagement resulting in the lowest D/F rate overall.
P6 - CHKS survey responses	For this year's administration of CHKS, student respondents indicated a significant decrease in feelings of hopelessness (from 44% to 29% for 9th graders) and feelings of being depressed or hopeless (from 46% to 31% for 11th graders).	For this year's administration of CHKS, student respondents indicated a significant decrease in feelings of hopelessness (from 44% to 29% for 9th graders) and feelings of being depressed or hopeless (from 46% to 31% for 11th graders).
P6: SEL and interventions to promote healthy choices.	According to CHKS, level one behaviors and risky behaviors remained in 90% range for students reporting that they do not participate in risky behaviors (alcohol, marijuana, prescription drugs, etc.) Level one behaviors at the school site occur with about 10% of the students population.	According to CHKS, level one behaviors and risky behaviors remained in 90% range for students reporting that they do not participate in risky behaviors (alcohol, marijuana, prescription drugs, etc.) Level one behaviors at the school site occur with about 10% of the students population.
P6: Professional Book Studies	No summer book study was offered, but 15 teachers consistently participated in the fall 2022 book study along with two student teachers. The percentage of teachers implementing equitable grading practices increased to approximately 75% and the D/F rate is decreasing in comparison to 2021-22.	No summer book study was offered, but 15 teachers consistently participated in the fall 2022 book study along with two student teachers. The percentage of teachers implementing equitable grading practices increased to approximately 75% and the D/F rate is decreasing in comparison to 2021-22.

Planned Strategies/Activities

Action 3.1

3.1 Increase student engagement

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>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.</p> <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, 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/performance related field trips as funding permits.</p> <p>e. Support student awards and celebrations. 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 to grow ESports program to increase engagement and innovation opportunities.</p> <p>j. Continue funding of the Link Crew program including materials, supplies, extra hours for advisors as needed.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) SWD and EL</p>	<p>Recognition items such as t-shirts or special luncheons to encourage and celebrate academic rigor (c.) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13,147.00</p> <p>Transportation to enriching and engaging events (d.) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$14,800.00</p> <p>Link Crew training materials/supplies (j.) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8000.00</p> <p>Maker/Breaker Space Items (l.) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>5-Star Technology (e.) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,900.00</p> <p>Link Crew additional teacher compensation (j.) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5,000</p> <p>ASB Cards for all JVHS Students (b.) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$30,000</p>

k. Research opportunities to have students participate in the Challenge Day program to better understand the perspectives of others to embrace and celebrate differences.

l. Support Maker/Breaker Space hands-on activities in the library.

Action 3.2

3.2 Increase staff engagement

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

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.

X All Students
X Other student group(s) Certificated and Classified Staff

a. Technology & WICOR training for support staff and training days.

b. Team building for office support staff.

c. Continue team building activities and professional development at faculty meetings.

d. Office personnel participate in activities and meetings to increase unity and a positive work environment.

e. Staff use of Parent Square and Canvas by individual teachers and the school as a whole.

f. Organized presentation by SRO or expert to educate staff on concentrated wax (marijuana) use among students and the effects on our school community.

g. Develop coaches by implementing routine seasonal evaluations and conducting coaches' meetings by season.

h. Annual Jag Days / Expo night to promote school pathways/programs/athletics and maintain or increase enrollment.

Team building / support staff (b.)
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$550.00
 Marketing and supplies to run events (h.)
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$3500.00

- i. Continue to provide all parents and staff with leadership opportunities through advisory committees.
- j. Continue hosting professional book studies to enact positive change for student outcomes (Discretionary).

Action 3.3

3.3 Increase Community Engagement

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Increase Community Engagement: a. Offer informational workshops related to academics, a-g requirements, course registration. b. Offer parent training and student outreach based on on-site parent and student needs. Invite community resource vendors to parent-school events. c. Host an inviting and meaningful Awards Night to celebrate student success (grades 9-12) to increase student recognitions. d. Continue to conduct college application/FAFSA workshops. e. Continue to provide all parents with leadership opportunities through advisory committees. f. Develop various flyers with information about school and community resources for parents. g. Continue promoting parent use of Parent Connect to monitor their children's attendance and academic progress in classes. h. Continue PIQE learning opportunity for parents.	<u>X</u> All Students <u>X</u> Other student group(s) Parents and school community	Organize outreach via evening events such as registration, college career events, parents courses (b.) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,514.00 Printing and social media expenses to promote and market (b.) 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$500.00 Materials, supplies for meetings 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$2,000.00 Childcare for Parent Meetings and Classes 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$761.00 PIQE for fall 2023 and spring 2024 parent education re CCR and financial aid (h.) 5800: Professional/Consulting Services And Operating Expenditures

i. 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 Square, increase the use of social media as a communications tool.

Title I Basic -- 3010
\$32,000.00

Action 3.4

3.4 Increase student access to the Arts and Educational Community Events

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
Increase student access to the Arts and Educational Community Events:	<u>X</u> All Students	Purchase VAPA gap materials & replace items in ill repair
a. Provide transportation to/from academic enrichment field trips or competition.	<u>X</u> Other student group(s) Certificated Staff	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000.00
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.		Supplemental transportation cost to art enrichment events (a.) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,045.00
c. Subs for VAPA teachers when observing peers and mentors, or for collaboration time.		Supplement cost of substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,400.00
		Clay & other supplemental VAPA items 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000.00
		Purchase additional VAPA curriculum & materials (b.) 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$6,500.00
		Subs for collaboration or mentoring 1000-1999: Certificated Personnel Salaries

LCFF Suppl/Conc -- 0707
\$1,600.00

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	183,997
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,818,630.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	169920	0.00
Title I Parent Involvement -- 3010 1902	2761	0.00
Title III LEP -- 4203	11316	0.00
LCFF Suppl/Conc -- 0707	257744	0.00
LCFF District -- 500 0707	826176	0.00
LCFF Sec Int -- 0046	511998	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	32,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	32,215.00
LCFF District -- 500 0707	826,176.00
LCFF Sec Int -- 0046	511,998.00
LCFF Suppl/Conc -- 0707	257,744.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	169,920.00
Title I Parent Involvement -- 3010 1902	2,761.00
Title III LEP -- 4203	11,316.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,099,642.00
2000-2999: Classified Personnel Salaries	444,523.00
4000-4999: Books And Supplies	139,596.00
5000-5999: Services And Other Operating Expenditures	52,640.00
5700-5799: Transfers Of Direct Costs	2,715.00
5800: Professional/Consulting Services And Operating Expenditures	35,514.00
6000-6999: Capital Outlay	44,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID -- 0765	4,000.00
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	22,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	4,000.00
5700-5799: Transfers Of Direct Costs	LCFF AVID -- 0765	2,215.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	537,181.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	288,995.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	511,998.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	20,000.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	43,963.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	109,527.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	46,240.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	3,514.00
6000-6999: Capital Outlay	LCFF Suppl/Conc -- 0707	34,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	15,900.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	88,051.00
4000-4999: Books And Supplies	Title I Basic -- 3010	21,569.00

5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	32,000.00
6000-6999: Capital Outlay	Title I Basic -- 3010	10,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	761.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	2,000.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	10,563.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	753.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dr. Shelley L. Morris	Principal
Phillip Ramirez	Classroom Teacher
Benjamin Cardullo	Classroom Teacher
Rebecca Weston	Classroom Teacher
Helen Shaer	Classroom Teacher
Lizbeth Pineda	Other School Staff
Kerri Bollin	Parent or Community Member
Patricia Tapia	Parent or Community Member
Analynn Baptist	Parent or Community Member
Abigail Hughes	Secondary Student
Mia Soto	Secondary Student
Brianna Jaurequi	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 17, 2023.

Attested:

	Principal, Dr. Shelley L. Morris on May 17, 2023
	SSC Chairperson, Abigail Hughes on May 17, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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