School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Pasqual Valley High School	13632140000000	5/22/2026	06/23/2026

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

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

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

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

This plan is being used by San Pasqual Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

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

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Plan Description

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

This plan is being used by San Pasqual Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

SW Plan:
The purpose of the San Pasqual Valley High School Single Plan for Student Achievement (SPSA) is to ensure effective use of federal funding and improve students' academic progress towards meeting or exceeding California Common Core Standards. The SPSA also focuses on creating a positive and safe social-emotional environment for students and staff. It aligns with the District's Local Control Accountability Plan, which is regularly revised to address the specific needs of the student population. Federal funds will supplement the funding allocated through the Local Control and Accountability Plan for actions/services.

TSI Plan:
San Pasqual Valley High School's Targeted Support and Improvement (TSI) Plan is developed in response to its designation for English Learners, based on consistent underperformance in the Suspension Rate indicator on the California School Dashboard. The 2025 Dashboard identifies a significant equity gap, with All Students performing at Yellow and English Learners and Long-Term English Learners performing at Red in Suspension Rate.

The TSI Plan is integrated into the SPSA and LCAP and focuses on reducing suspension disparities through evidence-based Tier 1, Tier 2, and Tier 3 supports, including PBIS, restorative practices, Second Step SEL instruction, Panorama data monitoring, LifeSkills lessons, and targeted student support interventions. The plan was developed in collaboration with educational partners, is subject to district approval prior to implementation, and will be monitored regularly through suspension data, Rule of 5 behavior data, attendance/tardy data, SEL survey data, and student group progress reviews.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2026–2027 SPSA was developed through consultation with the School Site Council, staff, student representatives, parent/community representatives, and advisory groups supporting Native American students, English Learners, Migrant students, and other educational partners.

Educational partner input was used to review TSI-related needs, including suspension disparities for English Learners and Long-Term English Learners, and to identify strategies to strengthen school climate, student support, and family engagement.

Resource Inequities

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

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

1. Technological Barriers
Inadequate Internet Access: Despite students being issued laptops for academic use, many are unable to complete assignments at home due to unreliable broadband connectivity. The technological infrastructure in this rural region lacks sufficient bandwidth to support digital learning tools.
Digital Divide: Limited access restricts student participation in research, virtual tutoring, online assessments, credit recovery, and college and career readiness activities.

Impact on Student Outcomes: These barriers limit student access to instructional materials and interventions, contributing to lower academic performance in ELA and Mathematics, as well as reduced participation in college and career readiness opportunities.

SPSA Response - The school addresses this inequity through:
* In-school access to digital tools (IXL, STAR, Kami)
* Structured intervention time (LifeSkills and academic support)
* Expanded extended learning opportunities

2. Limited Access to Health and Wellness Services
Medical and Behavioral Health Care Gaps: The school is located in a remote rural community where access to medical and mental health services is limited. Students often travel up to 60 minutes to Imperial, CA for care.
Impact on Student Wellness: Limited access delays early intervention for physical, emotional, and mental health needs.

Impact on Student Outcomes: These conditions contribute to challenges in attendance, engagement, and behavior, including higher suspension rates for student groups such as English Learners, which is identified as a TSI focus.

SPSA Response - The school addresses this inequity through:
* Evidence-based SEL supports (Second Step)
* PBIS and restorative practices
* Panorama data monitoring system
* MTMDSS Tier 2 and Tier 3 interventions

3. Socioeconomic Hardship
Poverty and Food Insecurity: Many families rely on food bank distributions and experience unstable housing conditions.
Impact on Engagement: Students may face barriers to consistent attendance, academic focus, and engagement due to unmet basic needs.

Impact on Student Outcomes: These conditions contribute to chronic absenteeism, lower academic performance, and reduced engagement, particularly for socioeconomically disadvantaged students and Native American students.

SPSA Response - The school addresses this inequity through:
* Attendance monitoring and intervention systems
* Expanded family engagement and outreach (Goal 2)
* Academic supports and credit recovery programs
* MTMDSS interventions

4. Staffing and Instructional Capacity
Challenges in Teacher Recruitment and Retention: The rural location limits the ability to recruit and retain qualified teachers, particularly in specialized subject areas.
Infrastructure Limitations: Facilities and instructional resources may limit program expansion, including advanced coursework and career pathways.

Impact on Student Outcomes: These limitations affect access to rigorous coursework, contributing to challenges in College and Career Indicator (CCI) performance, particularly for historically underserved student groups.

SPSA Response - The school addresses this inequity through:
* Expansion of CTE pathways (including Culinary Arts)
* Increased access to dual enrollment and college credit courses
* Implementation of Integrated Math curriculum
* Instructional coaching and professional development

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2025 California School Dashboard, no overall state indicators are in the Red performance level. The following overall indicators are in the Orange performance level and require continued improvement:

* Mathematics
* College/Career Readiness
* Science, for informational monitoring purposes

Additional indicators requiring continued monitoring include English Language Arts, Graduation Rate, and Suspension Rate, which are at the Yellow performance level. English Learner Progress is a strength at the Blue performance level; however, continued support is needed to sustain progress and increase reclassification.

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

Based on a review of the 2025 California School Dashboard, English Learners and Long-Term English Learners demonstrated performance two or more levels below the All Students group in the Suspension Rate indicator. While All Students are at the Yellow performance level, English Learners and Long-Term English Learners are at the Red performance level, indicating a significant equity gap in behavioral outcomes. No additional state indicators were identified where a student group performed two or more levels below All Students.

Other Needs

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

2025 - Year 1 Differentiated Assistance
* Priority 4 - AI, SWD
* Priority 5 - AI, SWD

2025 - Targeted Support and Improvement:
* Suspension Rate
* English Language Learner Progress Indicator

2025 CIM (Comprehensive Intensive Monitoring)
* State Performance Plan Indicator 5A - Least Restrictive Environment: In regular classroom more than 80% of the time. State Target 67%; District metric at 50.43%.
* State Performance Plan Indicator 5B - Least Restrictive Environment: In regular classroom less than 40% of the time. State Target 13.5%; District metric at 15.38%.
* State Performance Plan Indicator 11 - Child Find (Timely Eligibility Evaluation). State Target 100%; District metric at 80.77%
* State Performance Plan Indicator 13 - Secondary Transition Goals and Services. Students with disabilities, ages 16 and older, have an IEP with appropriate, measurable post-secondary goals that are updated annually. State Target: 100%; District metric at 85.19%.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	41.36%	33.90%	36.67%	79	60	66
African American	%	0.56%	%		1	
Hispanic/Latino	53.93%	51.41%	50.00%	103	91	90
White	1.57%	3.95%	4.44%	3	7	8
Two or More Races	2.09%	3.39%	4.44%	4	6	8
Not Reported	1.05%	6.78%	4.44%	2	12	8
			Total Enrollment	191	177	180

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Grade 9	39	48	45
Grade 10	64	37	51
Grade 11	46	51	31
Grade 12	42	41	53
Total Enrollment	191	177	180

Conclusions based on this data:

1. Overall enrollment is declining, with notable shifts in grade-level distribution.

   Total enrollment has decreased from 206 (22–23) to 177 (24–25), reflecting a steady decline. The most significant drop is seen in Grade 10 (56 to 37), while Grade 11 has increased (42 to 51), suggesting cohort movement but also potential retention or scheduling impacts that should be monitored for future graduation projections

2. The student population remains predominantly Hispanic/Latino and American Indian, though American Indian enrollment has declined.

   Hispanic/Latino students consistently represent the largest subgroup (approximately 50–54%), while American Indian enrollment has decreased both in percentage (41.26% to 33.90%) and number (85 to 60). This shift may indicate changing demographics or enrollment patterns that could impact culturally responsive programming and targeted supports.

3. Increase in “Not Reported” and small subgroup variability may impact data accuracy and subgroup analysis.

The “Not Reported” category has increased significantly (0.97% ? 6.78%), which may affect the accuracy of subgroup reporting and accountability measures. Additionally, smaller subgroups (e.g., White, Two or More Races) show fluctuations due to low counts, reinforcing the need for careful interpretation when analyzing trends and outcomes.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	54	44	34	28.3%	24.9%	18.9%
Fluent English Proficient (FEP)	17	18	19	8.9%	10.2%	10.6%
Reclassified Fluent English Proficient (RFEP)	14	16		7.3%	9.0%	

Conclusions based on this data:

1. English Learner (EL) enrollment is declining in both number and percentage.

   EL enrollment decreased from 57 (27.7%) in 22–23 to 44 (24.9%) in 24–25, indicating a reduction in the overall EL population. This aligns with overall declining enrollment, but also suggests a need to monitor intake, identification, and retention of EL students.

2. Reclassification outcomes show modest improvement.

   The percentage of Reclassified Fluent English Proficient (RFEP) students increased from 7.8% to 9.0%, and Fluent English Proficient (FEP) also increased slightly to 10.2%. This indicates some positive movement in language acquisition and reclassification processes.

3. EL progress must be sustained to maintain and accelerate reclassification trends.

   While RFEP and FEP percentages have improved, the overall EL population remains significant (nearly 25%), requiring continued focus on designated and integrated ELD, academic language development, and monitoring of long-term ELs to ensure continued progress.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	42	43	51	40	42	51	40	42	51	95.2	97.7	100
All Grades	42	43	51	40	42	51	40	42	51	95.2	97.7	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2550.	2512.	2558.	12.50	0.00	17.65	25.00	33.33	19.61	37.50	23.81	37.25	25.00	42.86	25.49
All Grades	N/A	N/A	N/A	12.50	0.00	17.65	25.00	33.33	19.61	37.50	23.81	37.25	25.00	42.86	25.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.00	4.76	15.69	72.50	59.52	54.90	17.50	35.71	29.41
All Grades	10.00	4.76	15.69	72.50	59.52	54.90	17.50	35.71	29.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.50	7.14	21.57	60.00	45.24	54.90	27.50	47.62	23.53
All Grades	12.50	7.14	21.57	60.00	45.24	54.90	27.50	47.62	23.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.00	4.76	3.92	70.00	71.43	86.27	25.00	23.81	9.80
All Grades	5.00	4.76	3.92	70.00	71.43	86.27	25.00	23.81	9.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.50	14.29	21.57	72.50	69.05	60.78	15.00	16.67	17.65
All Grades	12.50	14.29	21.57	72.50	69.05	60.78	15.00	16.67	17.65

Conclusions based on this data:

1. ELA achievement shows partial recovery but remains below desired proficiency levels.

   After a decline in 23–24, the percentage of students meeting or exceeding standards increased in 24–25 (from 33.33% met in 23–24 to a combined 37.26% met/exceeded in 24–25). However, a large proportion of students remain in the “Nearly Met” and “Not Met” categories, indicating continued gaps in grade-level proficiency.

2. Literacy skills (reading and writing) are improving, but inconsistency persists.

   Reading and writing both show growth in the percentage of students “Above Standard” in 24–25, along with a reduction in “Below Standard” compared to 23–24. Despite this improvement, a significant number of students remain at or near standard, highlighting the need for continued focus on comprehension, writing development, and academic language.

3. Strong gains in listening and inquiry indicate a strength in communication and analytical skills.

   Listening performance improved substantially, with “Below Standard” decreasing to 9.80% and “At or Near Standard” increasing to 86.27%. Research/Inquiry also shows increased performance in “Above Standard,” suggesting that students are developing strengths in communication and analysis that can be leveraged to support overall ELA achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	42	43	50	33	41	49	33	41	49	78.6	95.3	98
All Grades	42	43	50	33	41	49	33	41	49	78.6	95.3	98

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2467.	2457.	2452.	3.03	2.44	0.00	9.09	2.44	6.12	21.21	12.20	20.41	66.67	82.93	73.47
All Grades	N/A	N/A	N/A	3.03	2.44	0.00	9.09	2.44	6.12	21.21	12.20	20.41	66.67	82.93	73.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.03	4.88	0.00	27.27	19.51	26.53	69.70	75.61	73.47
All Grades	3.03	4.88	0.00	27.27	19.51	26.53	69.70	75.61	73.47

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.03	2.44	0.00	51.52	46.34	48.98	45.45	51.22	51.02
All Grades	3.03	2.44	0.00	51.52	46.34	48.98	45.45	51.22	51.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Grade 11	3.03	2.44	0.00	69.70	41.46	42.86	27.27	56.10	57.14
All Grades	3.03	2.44	0.00	69.70	41.46	42.86	27.27	56.10	57.14

Conclusions based on this data:

1. Mathematics achievement remains significantly below standard despite slight improvement.

   The percentage of students meeting or exceeding standards remains very low (6.12% in 24–25), with the majority of students still in the “Not Met” category (73.47%), indicating persistent and significant gaps in mathematical proficiency.

2. Foundational math skills (concepts and procedures) are a primary area of need.

   In Concepts & Procedures, 73.47% of students are below standard in 24–25, showing minimal improvement over time and highlighting a critical need for strengthening core mathematical understanding and procedural fluency.

3. Problem-solving and mathematical reasoning remain underdeveloped.

   Over half of students are below standard in both Problem Solving (51.02%) and Communicating Reasoning (57.14%), indicating that students struggle to apply mathematical thinking and justify their reasoning—key skills for college and career readiness.

School and Student Performance Data

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

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

ELPAC Results

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1530.0	*	*	1513.9	*	*	1545.8	*	*	21	7	9
10	1518.0	1535.8	*	1508.2	1519.5	*	1527.2	1551.5	*	18	17	5
11	1548.7	1532.9	1591.6	1539.9	1533.6	1626.5	1556.8	1531.6	1556.1	13	14	16
12	*	1540.8	1557.5	*	1544.1	1573.8	*	1536.7	1540.7	7	11	12
All Grades										59	49	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.76	*	*	42.86	*	*	33.33	*	*	19.05	*	*	21	*	*
10	11.76	11.76	*	23.53	23.53	*	17.65	52.94	*	47.06	11.76	*	17	17	*
11	15.38	7.14	31.25	30.77	28.57	18.75	38.46	35.71	43.75	15.38	28.57	6.25	13	14	16
12	*	18.18	16.67	*	18.18	16.67	*	18.18	58.33	*	45.45	8.33	*	11	12
All Grades	10.34	10.42	19.05	32.76	22.92	23.81	32.76	37.50	47.62	24.14	29.17	9.52	58	48	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	19.05	*	*	33.33	*	*	28.57	*	*	19.05	*	*	21	*	*
10	17.65	17.65	*	17.65	41.18	*	29.41	29.41	*	35.29	11.76	*	17	17	*
11	23.08	21.43	56.25	30.77	28.57	25.00	30.77	42.86	12.50	15.38	7.14	6.25	13	14	16
12	*	36.36	41.67	*	18.18	41.67	*	27.27	16.67	*	18.18	0.00	*	11	12
All Grades	22.41	20.83	45.24	25.86	33.33	38.10	31.03	31.25	11.90	20.69	14.58	4.76	58	48	42

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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	0.00	*	*	19.05	*	*	47.62	*	*	33.33	*	*	21	*	*
10	0.00	0.00	*	17.65	23.53	*	35.29	52.94	*	47.06	23.53	*	17	17	*
11	7.69	7.14	0.00	23.08	7.14	25.00	30.77	21.43	43.75	38.46	64.29	31.25	13	14	16
12	*	9.09	0.00	*	0.00	16.67	*	45.45	50.00	*	45.45	33.33	*	11	12
All Grades	1.72	4.17	0.00	18.97	10.42	14.29	41.38	37.50	47.62	37.93	47.92	38.10	58	48	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	0.00	*	*	80.95	*	*	19.05	*	*	21	*	*
10	5.88	5.88	*	64.71	76.47	*	29.41	17.65	*	17	17	*
11	0.00	7.14	18.75	69.23	42.86	56.25	30.77	50.00	25.00	13	14	16
12	*	9.09	0.00	*	54.55	66.67	*	36.36	33.33	*	11	12
All Grades	1.72	6.25	9.52	72.41	58.33	59.52	25.86	35.42	30.95	58	48	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	66.67	*	*	14.29	*	*	19.05	*	*	21	*	*
10	41.18	41.18	*	17.65	47.06	*	41.18	11.76	*	17	17	*
11	69.23	57.14	81.25	23.08	35.71	6.25	7.69	7.14	12.50	13	14	16
12	*	63.64	100.00	*	18.18	0.00	*	18.18	0.00	*	11	12
All Grades	58.62	54.17	88.10	17.24	33.33	4.76	24.14	12.50	7.14	58	48	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	4.76	*	*	61.90	*	*	33.33	*	*	21	*	*
10	11.76	5.88	*	41.18	52.94	*	47.06	41.18	*	17	17	*
11	7.69	7.14	6.25	46.15	35.71	37.50	46.15	57.14	56.25	13	14	16
12	*	9.09	0.00	*	36.36	33.33	*	54.55	66.67	*	11	12
All Grades	6.90	6.25	2.38	53.45	39.58	30.95	39.66	54.17	66.67	58	48	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	0.00	*	*	80.95	*	*	19.05	*	*	21	*	*
10	0.00	0.00	*	70.59	88.24	*	29.41	11.76	*	17	17	*
11	15.38	7.14	6.25	61.54	64.29	87.50	23.08	28.57	6.25	13	14	16
12	*	9.09	0.00	*	54.55	75.00	*	36.36	25.00	*	11	12
All Grades	3.45	4.17	2.38	74.14	68.75	83.33	22.41	27.08	14.29	58	48	42

Conclusions based on this data:

1. Overall English Learner proficiency is improving, with movement out of Level 1.

   Level 1 decreased significantly from 24.14% (22–23) to 9.52% (24–25), while Level 4 increased from 10.34% to 19.05%. This indicates meaningful progress in moving students out of the lowest proficiency level and into higher performance bands.

2. Oral language (listening and speaking) is a clear area of strength.

   Speaking shows very strong outcomes, with 88.10% of students at the "Well Developed" level in 24–25 and only 7.14% at Beginning. Listening also improved, with "Well Developed" increasing to 9.52% and "Beginning" decreasing compared to prior years. This confirms that students are developing strong verbal communication skills.

3. Literacy development (especially reading) remains the primary area of need.

   Reading shows 66.67% of students at the Beginning level in 24–25, an increase from prior years, indicating a significant gap in comprehension and academic literacy. Writing remains concentrated in Level 2 (47.62%) with very few students reaching Level 4 (2.38%), reinforcing the need for targeted support in written language development.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
177	**92.1%**	**24.9%**	**0.0%**
Total Number of Students enrolled in San Pasqual 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	44	24.9%
Foster Youth	0	0.0%
Homeless	7	4%
Socioeconomically Disadvantaged	163	92.1%
Students with Disabilities	36	20.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.6%
American Indian	60	33.9%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	91	51.4%
Two or More Races	6	3.4%
Pacific Islander	0	0.0%
White	7	4%

Conclusions based on this data:

1. The student population reflects high levels of socioeconomic need.

With 92.1% of students identified as Socioeconomically Disadvantaged, the school serves a high-needs population, indicating a strong need for continued academic interventions, access to resources, and wraparound supports to address barriers to learning.

2. A significant proportion of students require targeted supports for language and learning needs.

English Learners make up 24.9% of the population and Students with Disabilities account for 20.3%, highlighting the importance of integrated ELD, differentiated instruction, and specialized services to support diverse learning needs.

3. The student population is predominantly Hispanic and American Indian, requiring culturally responsive practices.

Hispanic students (51.4%) and American Indian students (33.9%) comprise the majority of enrollment, reinforcing the need for culturally relevant instruction, strong community engagement, and programs that reflect and support the identities of the student population.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance remains an area of need, particularly in Mathematics and College/Career readiness.

   Mathematics and College/Career indicators are both at the Orange level, indicating performance below standard and a need for strengthened instructional practices, intervention systems, and alignment to postsecondary readiness outcomes.

2. English Language Arts and Graduation Rate show moderate performance but require continued improvement.

   Both ELA and Graduation Rate are at the Yellow level, reflecting some progress but not yet meeting desired outcomes. Continued focus on literacy, credit attainment, and targeted supports is necessary to move toward higher performance levels.

3. English Learner Progress is a clear area of strength, while suspension rates indicate ongoing concerns.

   English Learner Progress is at the Blue level, demonstrating strong growth in language acquisition. However, the Suspension Rate remains at Yellow, indicating the need for continued focus on student behavior, engagement, and Tier 1 supports to improve school climate.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
16.1 points below standard	63.1 points below standard	60.9 points below standard
Increased 53.9 points	Increased 48.9 points	14 Students
48 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	17.6 points below standard
	2 Students	Increased 64.1 points
		45 Students

Students with Disabilities

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

0 Students

Hispanic

No Performance Color

21 points below standard

Increased 62.9 points

34 Students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Conclusions based on this data:

1. Overall ELA performance is improving but remains below standard.

   All Students are performing at the Yellow level with 16.1 points below standard, but showed significant growth (+53.9 points), indicating strong improvement trends while still not meeting grade-level expectations.

2. Socioeconomically Disadvantaged students mirror overall performance and growth.

   This subgroup is also at Yellow (17.6 points below standard) with even greater growth (+64.1 points), suggesting that schoolwide instructional efforts are positively impacting the highest-need student population.

3. Subgroup analysis is limited due to small group sizes, but trends indicate similar needs.

   Many student groups (including English Learners and Hispanic students) do not receive a performance color due to low counts; however, available data shows they remain significantly below standard despite notable growth. This indicates a continued need for targeted literacy support, particularly in academic language and comprehension.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
167.2 points below standard	180.4 points below standard	192.4 points below standard
Increased 7.3 points	Declined 8.4 points	14 Students
46 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	167.6 points below standard
	2 Students	Increased 11.3 points
		43 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 157.8 points below standard Increased 10.6 points 32 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. Overall Mathematics performance remains significantly below standard with limited growth.

   All Students are performing at the Orange level with 167.2 points below standard and only slight improvement (+7.3 points), indicating persistent gaps in mathematical proficiency and a need for intensified instructional support.

2. Socioeconomically Disadvantaged students reflect similar performance and trends.

   This subgroup is also at Orange (167.6 points below standard) with modest growth (+11.3 points), showing that schoolwide efforts are impacting this group, but not yet at a level sufficient to close achievement gaps.

3. English Learners and key subgroups demonstrate the greatest need in mathematics.

   Although not assigned a performance color due to small sample sizes, English Learners (180.4 points below standard, declining) and Long-Term English Learners (192.4 points below standard) show the largest gaps, indicating a critical need for targeted math intervention and integrated language support.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
36.5 science points	32.6 science points	33.7 science points
Maintained 0.6 points	Increased 2.5 points	Increased 2.9 points
52 Students	17 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	36.2 science points
	3 Students	Maintained 0.4 points
		49 Students

Students with Disabilities

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

32.4 science points

Declined 4.7 points

13 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

0 Students

Hispanic

Yellow

37.2 science points

Increased 5 points

35 Students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Conclusions based on this data:

1. Overall science performance remains below desired levels with minimal growth.

   All Students are performing at the Orange level with 36.5 points above standard but showing only slight growth (+0.6), indicating stable but limited improvement and a need to accelerate gains.
2. Socioeconomically Disadvantaged students mirror overall performance trends.

   This subgroup is also at Orange (36.2 points above standard) with minimal growth, suggesting that current instructional practices are maintaining performance but not significantly advancing outcomes.
3. Some subgroup variation exists, with Hispanic students showing stronger performance.

   Hispanic students are performing at the Yellow level with increased growth (+5 points), indicating relative strength compared to other groups. However, most other subgroups lack performance colors due to small sample sizes, requiring careful monitoring and targeted support where trends indicate need.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Blue	Blue
62.8 making progress.	61.5 making progress.
Number Students: 43 Students	Number Students: 39 Students

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

2025 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
9.8%	24.4%	2.4%	63.4%

Conclusions based on this data:

1. English Learner Progress is a clear area of strength.

   The school is performing at the Blue level, with 62.8% of English Learners making progress and 63.4% advancing at least one ELPI level, indicating strong effectiveness in supporting language acquisition.

2. Long-Term English Learners are demonstrating comparable progress.

   Long-Term English Learners are also at the Blue level (61.5% making progress), showing that targeted supports are positively impacting students who have historically required extended language development.

3. Continued focus is needed to move students to full proficiency.

   While progress rates are strong, 24.4% of students remain at the same ELPI levels and only 2.4% are maintaining Level 4, indicating a need to accelerate movement toward full English proficiency, particularly in advanced language skills.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
Prepared 33.3%	Prepared 33.3%	Prepared 41.7%
Maintained 1.5%	Increased 8.3%	12 Students
48 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 31.1%
	4 Students	Declined 2.2%
		45 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Prepared 15.4%	0 Students	Prepared 31.6%
13 Students		Increased 3%
		19 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Prepared 42.9%
		Increased 12.9%
		21 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		1 Student

Conclusions based on this data:

1. College and Career readiness remains an area of need.

   All Students are performing at the Orange level with 33.3% of students “Prepared,” indicating that a majority of students are not yet meeting college and career readiness benchmarks.

2. Socioeconomically Disadvantaged students reflect similar or slightly lower outcomes.

   This subgroup is also at Orange (31.1% Prepared) with a slight decline, highlighting the need for increased access to A–G completion, CTE pathways, dual enrollment, and postsecondary planning supports.

3. Some subgroups show promising gains, but overall readiness is inconsistent.

   Hispanic students (42.9% Prepared, increased) and English Learners (33.3% Prepared, increased) demonstrate improvement, suggesting that targeted supports are having an impact; however, performance remains uneven across groups, and overall rates indicate the need for continued expansion of college and career pathways.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism data is not available on the Dashboard for high school.

   The absence of data ("Last Modified: Never") reflects that this indicator is not reported for high school on the California School Dashboard, limiting the ability to analyze performance through this source.

2. Alternative data sources are necessary to monitor attendance trends.

   Due to the lack of Dashboard data, the school must rely on internal data systems (e.g., CALPADS, Synergy, attendance reports) to track chronic absenteeism, identify trends, and monitor student engagement.

3. Attendance remains a critical focus area despite the absence of Dashboard reporting.

   Given the school's high percentage of socioeconomically disadvantaged students, continued emphasis on attendance interventions, engagement strategies, and support systems is necessary to improve student outcomes and overall academic success.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
86% graduated	93.3% graduated	100% graduated
Maintained -0.4%	Increased 1.7%	12 Students
50 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	87.2% graduated
	4 Students	Increased 1.5%
		47 Students

Students with Disabilities

No Performance Color

78.6% graduated

14 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

80% graduated

Declined 1%

20 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

0 Students

Hispanic

No Performance Color

90.9% graduated

Maintained 0.9%

22 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Conclusions based on this data:

1. Graduation rate is stable but remains below desired performance levels.

   All Students are at the Yellow level with an 86% graduation rate and slight decline (-0.4%), indicating consistent outcomes but a need for continued focus to reach higher performance levels.

2. Socioeconomically Disadvantaged students demonstrate strong outcomes.

   This subgroup is performing at the Green level (87.2% graduated, increased), showing that targeted supports are positively impacting the largest student population.

3. Subgroup performance varies, with some strong outcomes and areas for improvement.

   English Learners (93.3%) and Long-Term English Learners (100%) show strong graduation outcomes, while Students with Disabilities (78.6%) and American Indian students (80%, declined) indicate areas needing additional targeted support to ensure equitable outcomes.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	3	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	Red
11.3% suspended at least one day	19.6% suspended at least one day	22.7% suspended at least one day
Declined 4.4%	Increased 6%	Increased 11.9%
204 Students	51 Students	44 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	7.1% suspended at least one day	11.6% suspended at least one day
1 Student	Declined 10.5%	Declined 4.8%
	14 Students	190 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	Yellow
8.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	7% suspended at least one day
Declined 8.2%	1 Student	Declined 9.8%
45 Students		71 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0 Students	0 Students	15.2% suspended at least one day
		Declined 1.1%
		105 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
10.5% suspended at least one day	0 Students	Fewer than 11 students - No Data for Privacy
19 Students		8 Students

Conclusions based on this data:

1. Overall suspension rates are improving but remain an area of concern.

   All Students are at the Yellow level (11.3%) with a decline of 4.4%, indicating progress in reducing suspensions, but rates remain elevated and require continued focus on school climate and behavior supports.

2. English Learners and Long-Term English Learners are disproportionately impacted.

   English Learners (19.6%) and Long-Term English Learners (22.7%) are both at the Red level with increasing suspension rates, indicating a significant equity gap and the primary driver for TSI identification.

3. Subgroup disparities persist, particularly among Hispanic students.

   Hispanic students are at the Orange level (15.2%), while other groups such as Socioeconomically Disadvantaged and American Indian students show improvement at Yellow. This highlights the need for targeted behavioral interventions and culturally responsive practices to reduce disproportionality.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture and Pupil Engagement - SEL, Suspension Rates, Graduation Rates
2026-2027 Goal: By June 2027, San Pasqual Valley High School will strengthen school culture and student engagement by
(1) reducing suspension rates by at least 2%, reduce Rule of 5 referrals by at least 10%
(2) increasing on-time arrival and reducing in-school tardies to school as measured by a reduction in tardy incidents by at least 10%
(4) improved daily attendance rates to at least 90% and
(3) increasing student participation in Social-Emotional Learning (SEL) supports, including the Lifeskills block, by 80%, resulting in an overall increase in the graduation rate to 90% for all student groups.

Progress will be monitored through behavior log data, tardy and attendance reports, SEL participation records, and cohort graduation data.

English Learners and Long-Term English Learners remain the identified Targeted Support and Improvement (TSI) student groups due to Red performance in the Suspension Rate indicator on the California School Dashboard. All Goal 1 strategies are designed to implement evidence-based Tier 1, Tier 2, and Tier 3 supports, including PBIS, restorative practices, Second Step SEL instruction, and Panorama data monitoring, to reduce suspension disparities and improve school climate and engagement outcomes for these student groups.

Differentiated Assistance Eligibility (Year 1):
*Priority 4 - Pupil Achievement

- American Indian or Alaskan Native American
- Students with Disabilities

*Priority 5 - Pupil Engagement

- American Indian or Alaskan Native American
- Students with Disabilities

25-26 Targeted Support and Improvement:

- Suspension Rate
- English Language Learner Progress Indicator

2025 CIM (Comprehensive Intensive Monitoring) State Performance Plan Indicators:

- 5A: In regular classroom more than 80%
- 5B: In regular classroom less than 40%
- 11: On time evaluations
- 13: Post secondary plans

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Alignment:

San Pasqual Valley High School's SPSA Goal 1 is aligned to LCAP Priorities 5 (Pupil Engagement) and 6 (School Climate), with additional support for Priority 4 (Pupil Achievement). The goal addresses key Dashboard indicators including Suspension Rate, Graduation Rate, and student engagement measures such as attendance and tardies. It also directly responds to TSI identification for English Learners and Differentiated Assistance student groups by implementing targeted SEL, behavioral, and engagement strategies to improve overall student outcomes.

WASC Alignment:

SPSA Goal 1 aligns with the WASC Action Plan by focusing on improving school climate, student engagement, and equitable outcomes. Through actions targeting suspension reduction, attendance, tardies, and increased SEL participation, the goal supports a safe and supportive learning environment while strengthening student connectedness. Progress is monitored through data-driven practices, contributing to improved graduation rates and overall student success.

Identified Need

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

A review of the California School Dashboard and local data indicates a continued need to improve student engagement, school climate, and academic outcomes. Mathematics and College/Career Readiness remain at the Orange performance level, and English Language Arts is at Yellow, indicating that a significant number of students are not yet meeting grade-level standards.

Although overall suspension rates have declined, English Learners and Long-Term English Learners remain disproportionately impacted, performing at the Red level in Suspension Rate on the California School Dashboard. This disparity identifies English Learners as the school's primary Targeted Support and Improvement (TSI) focus and highlights the need for consistent, schoolwide behavior and engagement supports.

Attendance, tardies, and overall student engagement continue to impact instructional time and student success. While English Learner Progress is a strength (Blue), gaps persist in behavioral outcomes and engagement for key student groups, including English Learners, American Indian students, and Students with Disabilities.

To address these needs, Goal 1 prioritizes the implementation of a structured LifeSkills program aligned to a comprehensive MTMDSS counseling framework, including the use of Second Step SEL curriculum and counselor-developed lessons to provide consistent Tier 1 supports for all students. Schoolwide behavior systems, including PBIS, restorative practices, and the Rule of 5 behavior monitoring system, will be implemented to promote positive behavior and reduce disciplinary incidents.

Student engagement and school climate will be monitored using Panorama data, along with attendance and behavior data, to identify students in need of Tier 2 and Tier 3 supports. Additional focus will be placed on attendance and tardy monitoring systems, ensuring consistent tracking and intervention to improve on-time arrival and daily attendance.

These strategies are designed to reduce suspension disparities for English Learners, strengthen school climate, and increase student engagement, with ongoing progress monitoring through Panorama surveys, behavior logs, attendance reports, and student engagement data.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 Out of School Suspension Rate - ALL STUDENTS	11.3%	< or = 10%
2026 Out of School Suspension Rate - ALL STUDENTS (Site Data)	4.92% (projected 2026)	< or = 5%

2025 Out of School Suspension Rate - Native American	7.0%	< or = 10%
2026 Out of School Suspension Rate - Native American (Site Data)	1.64% (projected 2026)	< or = 5%
2025 Out of School Suspension Rate - English Learner	19.6%	< or = 10%
2026 Out of School Suspension Rate - English Learner (Site Data)	0.6% (projected 2026)	< or = 5%
2025 Out of School Suspension Rate - Students with Disabilities	8.9%	< or = 10%
2026 Out of School Suspension Rate - Students with Disabilities (Site Data)	2.19% (projected 2026)	< or = 5%
2025 Graduation Rate - ALL STUDENTS	85.4%	> or = 90%
2026 Graduation Rate - ALL STUDENTS (Site data)	88.7% (projected 2026)	> or = 90%
2025 Graduation Rate - Native American	78.9%	> or = 90%
2026 Graduation Rate - Native American (Site Data)	84.2% (projected 2026)	> or = 90%
2025 Graduation Rate - English Learners	93.3%	Maintain
2026 Graduation Rate - English Learners (Site Data)	92.9% (projected 2026)	Maintain
2025 Graduation Rate - Students with Disabilities	76.9%	> or = 85%
2026 Graduation Rate - Students with Disabilities (Site Data)	77.8% (projected 2026)	> or = 90%
2025 Average Absence Rate by Period	1st - 24; 2nd - 20: 3rd - 18; 4th - 19; 5th - 19; 6th - 21; 7th - 23	< or = 18
2026 Average Absence Rate by Period	1st - 21; 2nd - 18; 3rd - 16; 4th - 16; 5th - 17; 6th - 17; 7th - 18	< or = 18
Rule of 5 Referrals - ALL STUDENTS		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1: Expanded Credit Recovery and Graduation Readiness San Pasqual Valley High School will implement evidence-based credit recovery and intervention strategies through Imagine Learning, scheduled in-day credit recovery periods, and summer school. Credentialed teachers will provide structured monitoring, academic support, and progress check-ins aligned to MTMDSS. Priority will be given to students who are	All students	27,426 LCFF 1000-1999: Certificated Personnel Salaries Certificated Salaries for 2 Periods of Credit Recovery L Ford & L Garcia 11,677 LCFF 3000-3999: Employee Benefits Certificated Benefits for 2 Periods of Credit Recovery L Ford & L Garcia 9,322

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	credit deficient or off-track for graduation, including Native American students, Students with Disabilities, and students with chronic attendance concerns. Staff will conduct regular data reviews to identify and support at-risk students. Measurable Outcomes: * Increase overall graduation rate >=90% * Increase graduation rate for Native American students >=90% * Increase graduation rate for Students with Disabilities >=85% (toward 90%) * Decrease number of credit-deficient students by >=10% each semester * 100% of identified at-risk students receive monthly progress monitoring Alignment: * WASC Goal 1: Data-Driven Instruction * WASC Goal 4: College and Career Readiness * LCAP Goal 1: Student Achievement * LCAP Goal 2: Student Engagement		Title I 5000-5999: Services And Other Operating Expenditures Online Learning Subscription 4,070 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries ELOP-Summer Certificated Salaries 890 Extended Learning Opportunity 3000-3999: Employee Benefits ELOP-Summer Certificated Benefits
1.2	1.2: Academic Seminar and Student Progress Monitoring SPVHS will implement evidence-based academic intervention and progress monitoring strategies through structured academic seminar periods. Students will receive support in grade monitoring, assignment completion, study skills, and goal setting. Staff will use grades, credits, attendance, and behavior data to identify students needing support and provide timely interventions aligned to MTMDSS. Measurable Outcomes: * Reduce D/F rates by >= 10% each grading period * Increase percentage of students on track for graduation each quarter * 100% of students receive quarterly academic progress reviews Alignment: * WASC Goal 1: Instructional Monitoring	All students	27,426 LCFF 1000-1999: Certificated Personnel Salaries Certificated Salaries for 2 Periods of Seminars 11,677 LCFF 3000-3999: Employee Benefits Certificated Benefits for 2 Periods of Seminars 4,100 Title I 1000-1999: Certificated Personnel Salaries Extra Duty Data Specialist - Certificated Salaries 900 Title I 3000-3999: Employee Benefits Extra Duty Data Specialist - Certificated Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* WASC Goal 2: Student Engagement * LCAP Goal 1: Student Achievement		
1.3	1.3: Attendance and Tardy Monitoring and Intervention SPVHS will implement a structured system for monitoring and addressing attendance and tardies using evidence-based engagement and intervention strategies to improve student attendance and on-time arrival. Staff will regularly review attendance and tardy data to identify trends and provide timely Tier 1, Tier 2, and Tier 3 interventions, with a focus on increasing instructional time and student engagement. Measurable Outcomes: * Increase daily attendance >= 90% * Reduce tardy incidents by >=10% * Decrease chronic absenteeism trends Alignment: * WASC Goal 2: Student Engagement * LCAP Goal 2: Student Engagement	All students	2,500 Unrestricted 4000-4999: Books And Supplies Lottery Attendance Incentives
1.4	1.4: Restorative Practices and Tiered Behavior Supports SPVHS will implement evidence-based restorative practices as part of a tiered behavior support system to proactively address student behavior and reduce exclusionary discipline. Staff will use restorative circles, conferencing, and reflection practices to build relationships, repair harm, and support positive behavior. These practices will be integrated with PBIS and MTMDSS systems to ensure consistent responses and targeted interventions. Measurable Outcomes: * Reduce repeat behavioral incidents * Decrease suspension rates for targeted student groups, including English Learners and * Long-Term English Learners * Increase student accountability and engagement Alignment: * WASC Goal 3: Safe and Healthy Learning Environment * LCAP Goal 3: School Climate	All students	48,052 LCFF 1000-1999: Certificated Personnel Salaries 43% HS Counselor Certificated Salary 55,874 Title I 1000-1999: Certificated Personnel Salaries 50% HS Counselor Certificated Salary 17,834 LCFF 3000-3999: Employee Benefits 43% HS Counselor Certificated Benefits 20,737 Title I 3000-3999: Employee Benefits 50% HS Counselor Certificated Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	1.5: Schoolwide PBIS and Behavior Expectations San Pasqual Valley High School will implement an evidence-based Positive Behavioral Interventions and Supports (PBIS) framework to establish, teach, and reinforce schoolwide behavior expectations. Staff will provide consistent instruction, modeling, and reinforcement aligned to school values. Behavior data, including Rule of 5 referrals, suspension data, and attendance/tardy data, will be monitored regularly to guide interventions, with a focus on reducing disparities for English Learners and Long-Term English Learners (TSI focus). Measurable Outcomes: * Reduce suspension rates by >=2% * Reduce Rule of 5 referrals by >=10% * Increase consistency of behavior expectations across classrooms Alignment: * WASC Goal 3: Safe and Healthy Learning Environment * LCAP Goal 3: School Climate	All students	36,102 Other 1000-1999: Certificated Personnel Salaries 33% ISR Teacher Certificated Salary 13,543 Other 3000-3999: Employee Benefits 33% ISR Teacher Certificated Benefits
1.6	1.6: LifeSkills SEL Instruction Using Second Step SPVHS will implement a daily LifeSkills block to deliver evidence-based social-emotional learning instruction using the Second Step curriculum, aligned to the MTMDSS framework. Instruction will focus on self-management, responsible decision-making, relationship skills, goal setting, attendance awareness, and positive behavior expectations, with explicit connections to PBIS, restorative practices, and the Rule of 5 system. This strategy will serve as a proactive support to strengthen school climate and reduce suspension disparities, particularly for English Learners and Long-Term	All students	1,811 Title I 5000-5999: Services And Other Operating Expenditures Second Step Program

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	English Learners (TSI). Measurable Outcomes: * At least 80% of students participate in LifeSkills SEL lessons * 100% of LifeSkills classes implement weekly SEL lessons * Reduce overall suspension rates by at least 2% * Reduce Rule of 5 referrals by >=10% * Reduce tardy incidents by >=10% * Increase student-reported SEL skills, sense of belonging, and school connectedness (Panorama data) * Reduce suspension rate disparity for English Learners Alignment: * WASC Goal 3: Safe and Healthy Learning Environment * WASC Goal 2: Student Engagement * LCAP Goal 2: Student Engagement * LCAP Goal 3: School Climate		
1.7	1.7: Campus Engagement and Extracurricular Expansion SPVHS will utilize the Panorama Education platform as an evidence-based student success and data monitoring system to support SEL, student engagement, and early identification of students needing Tier 2 and Tier 3 supports. Participation data will be monitored and aligned with attendance, behavior, and graduation outcomes, with targeted outreach to underrepresented student groups. Measurable Outcomes: * Increase extracurricular participation by >=25% * Improve student connectedness survey results * Reduce behavior incidents among participating students Alignment:	All Students	125,175 Unrestricted 1000-1999: Certificated Personnel Salaries Sports, Agriculture & Extracurricular Expenses Certificated Salaries 43,252 Unrestricted 2000-2999: Classified Personnel Salaries Sports & Extracurricular Expenses Classified Salaries 53,861 Unrestricted 3000-3999: Employee Benefits Sports, Agriculture & Extracurricular Expenses Benefits 36,658 Unrestricted 4000-4999: Books And Supplies Sports & Extracurricular Expenses 184,918 Unrestricted

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* WASC Goal 2: Student Engagement * LCAP Goal 2: Student Engagement		5000-5999: Services And Other Operating Expenditures Sports & Extracurricular Expenses 11,160 Agriculture Vocational Incentive 5000-5999: Services And Other Operating Expenditures Ag Expenses
1.8	1.8: Targeted Student Group Monitoring and Panorama Data System SPVHS will implement the Panorama Education platform as an evidence-based data monitoring system to support SEL, student engagement, and school climate within MTMDSS. Panorama survey data will be analyzed alongside Rule of 5 behavior data, attendance/tardy data, and suspension data to identify students needing Tier 2 and Tier 3 supports, with a specific focus on English Learners and Long-Term English Learners (TSI). Staff will use this data to monitor the effectiveness of Second Step SEL instruction, PBIS, and restorative practices, ensuring early identification and targeted support. Measurable Outcomes: * 100% student participation in Panorama surveys * 100% staff participation in data review cycles * Increase student-reported belonging and connectedness * Reduce suspension rates for EL/LTEL * Increase identification and support for Tier 2/3 students Alignment: * WASC Goal 3: Safe and Healthy Learning Environment * WASC Goal 1: Data-Driven Instruction * LCAP Goal 2: Student Engagement * LCAP Goal 3: School Climate	All students	9,705 Title I 5000-5999: Services And Other Operating Expenditures Panorama Subscription
1.10			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, San Pasqual Valley High School implemented a comprehensive set of strategies focused on improving student engagement, school climate, and graduation outcomes. Overall, the strategies were effective, as evidenced by significant reductions in suspension rates across all student groups and improved projected graduation rates. Site data indicates that suspension rates decreased from 11.3% to a projected 4.92% for all students, with notable reductions for English Learners, Native American students, and Students with Disabilities.

Attendance and engagement strategies, including tiered supports and increased student activities, contributed to improved student participation and connectedness, though tardies and consistent attendance remain areas for continued focus. The implementation of restorative practices, PBIS, and targeted interventions supported a more positive school climate and reduced repeat behavior incidents.
Credit recovery and academic monitoring efforts also contributed to improved graduation outcomes, with the overall graduation rate increasing from 85.4% to a projected 88.7%. While progress was made, graduation rates for Native American students and Students with Disabilities remain below the 90% target, indicating a need for continued targeted support.

Overall, the strategies were implemented with fidelity and demonstrated positive impact; however, continued refinement and focus on targeted student groups, attendance, and engagement will be necessary to fully meet established goals.

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

Overall, there were minimal differences between the intended implementation and budgeted expenditures for this goal. Planned strategies, including credit recovery, attendance interventions, behavior supports, and student engagement activities, were implemented largely as designed and aligned to identified student needs.

Some adjustments were made throughout the year to respond to emerging needs and site conditions. These included reallocating staff time to support supervision, intervention, and student engagement efforts, as well as prioritizing resources toward high-impact areas such as behavior intervention supports and credit recovery for at-risk students. Additionally, staffing limitations and the rural context required flexibility in how services were delivered, particularly in providing targeted supports and consistent intervention opportunities.

While expenditures remained aligned to the overall goals, the primary differences were related to implementation logistics rather than funding changes, including scheduling adjustments, staff availability, and prioritization of services for targeted student groups. These adjustments ensured that resources were used effectively to address student needs and maintain progress toward improving school climate, engagement, and graduation outcomes.

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

Based on the annual review, San Pasqual Valley High School will refine and strengthen Goal 1 by increasing the focus on proactive, Tier 1 supports for student behavior, attendance, and engagement, while maintaining targeted interventions for at-risk student groups.

Key changes include the implementation of a structured LifeSkills program aligned to a comprehensive MTMDSS counseling framework, including the adoption of the Second Step SEL curriculum and counselor-developed lessons to ensure consistent, schoolwide delivery of social-emotional learning. Additional emphasis will be placed on improving attendance and reducing tardies through more consistent monitoring and reinforcement systems.

The school will also strengthen its use of data systems through the implementation of Panorama Education to monitor student engagement, social-emotional well-being, and school climate, and to support the identification of students in need of Tier 2 and Tier 3 interventions.

Strategies related to credit recovery and targeted student group monitoring have been strengthened and more clearly aligned to support students who are off-track for graduation, including Native American students and Students with Disabilities. These supports will include enhanced progress monitoring, intervention planning, and increased access to credit recovery opportunities.

Annual outcomes and metrics have been refined to include more specific targets for suspension reduction, tardy reduction, attendance improvement, and graduation rates, ensuring clearer measurement of progress.

These changes are reflected in the revised Goal 1 strategies and measurable outcomes section of the SPSA (Goals, Strategies, & Proposed Expenditures – Goal 1), including the addition of Strategy 1.7 (Second Step SEL) and Strategy

1.8 (Panorama Data Monitoring), as well as in the alignment of strategies across Goal 3 to support academic monitoring and intervention systems.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Partner Involvement and Learning
2026-2027 Goal: By June 2027, San Pasqual Valley High School will strengthen educational partner engagement by
(1) increasing parent-teacher conference participation to 25% in-person, targeting students with failing grades
(2) hosting at least 4 annual events (one per quarter) with a 35% attendance rate to include bilingual supports, and
(3) improving two-way communication through a schoolwide platform (e.g., ClassDojo or Remind) with 75% family engagement and 100% of teachers providing monthly communication, as measured by participation data, event attendance, and communication logs.

Progress toward this goal will be monitored through ongoing review of parent-teacher conference participation rates, including disaggregation for underrepresented student groups, and analysis of attendance and sign-in data from educational partner events. Communication effectiveness will be tracked through platform analytics (e.g., ClassDojo or Remind), including family registration and engagement rates, as well as documentation of monthly teacher-to-family communication.

Data will be reviewed after each major event and on a quarterly basis to identify trends, address gaps in participation, and adjust outreach strategies to ensure inclusive and meaningful engagement.

Differentiated Assistance Eligibility (Year 1):
*Priority 4 - Pupil Achievement

- American Indian or Alaskan Native American
- Students with Disabilities

*Priority 5 - Pupil Engagement

- American Indian or Alaskan Native American
- Students with Disabilities

25-26 Targeted Support and Improvement:

- Suspension Rate
- English Language Learner Progress Indicator

2025 CIM (Comprehensive Intensive Monitoring) State Performance Plan Indicators:

- 5A: In regular classroom more than 80%
- 5B: In regular classroom less than 40%
- 11: On time evaluations
- 13: Post secondary plans

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal Alignment:

This goal aligns to LCAP Goal 2: Student Engagement and LCAP Goal 3: School Climate, with a specific focus on Priority 3 – Parent and Family Engagement, as it aims to increase parent participation in conferences, school events, and ongoing two-way communication between school and home.

WASC Alignment:

This goal aligns to WASC Goal 2: Student and Parent Engagement, as it strengthens partnerships with families through increased participation, improved communication systems, and inclusive outreach efforts. It also supports WASC Goal 3: Safe and Healthy Learning Environment by fostering stronger relationships and shared responsibility between the school and educational partners.

Identified Need

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

A review of local data and school engagement metrics indicates a need to strengthen educational partner involvement and two-way communication. Current participation rates in parent-teacher conferences and school events remain below desired levels, particularly among families of students who are academically at risk. Additionally, inconsistencies in communication practices across staff have limited the school's ability to effectively engage all families, including English Learners, Native American families, and other underrepresented groups.

While efforts have been made to increase engagement through school events and outreach, participation data shows that not all families are consistently connected to the school or informed about student progress. Barriers such as language access, scheduling, and limited use of consistent communication platforms have contributed to gaps in participation.

To address these needs, the school has begun expanding outreach efforts, increasing bilingual supports, and implementing schoolwide communication tools (e.g., ClassDojo or Remind). However, a more structured and consistent approach is needed to improve participation rates, strengthen relationships with families, and ensure equitable access to information and engagement opportunities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent-Teacher Conference Participation (in-person)	18% participation	Increase to =25%, with targeted outreach to students with failing grades.
School Event Attendance (quarterly events)	20-25% attendance rate	Increase to 35% average attendance per event.
Family Engagement via Communication Platform (ClassDojo/Remind)	no engagement baseline 0%	Increase to 50% family engagement
Teacher-to-Family Communication Frequency	Inconsistent / not monitored	100% of teachers provide at least monthly communication
Family Satisfaction and School Connectedness Survey	Baseline to be established Fall 2026	At least 75% of families report positive responses related to communication, engagement opportunities, and overall satisfaction

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1: Family Engagement Workshops and Support Services (Florecer Partnership) San Pasqual Valley High School will implement evidence-based family engagement strategies through a partnership with Florecer (non-profit organization) and the Family and Guidance Coordinator to provide workshops and support services focused on improving student success. Workshops will include topics such as academic progress, graduation requirements, college and career readiness, and access to school and community resources. Services will be bilingual, culturally responsive, and accessible, with targeted outreach to families of English Learners, Native American students, Students with Disabilities, and students who are academically at risk. Implementation will be documented through sign-in sheets, communication logs, platform analytics, outreach records, bilingual materials, and feedback surveys to ensure accountability and measure effectiveness of family engagement efforts. Measurable Outcomes: * Contribute to >=35% overall event attendance * >= 80% of participants report increased understanding (survey data) * Increase participation of targeted student groups * 100% of workshops and outreach efforts documented Alignment: * WASC Goal 2: Student and Parent Engagement * LCAP Goal 3: Family and Educational Partner Engagement	All Educational Partners	28,152 Title I 1000-1999: Certificated Personnel Salaries Guidance and Family Coordinator Classified Salaries (50%) 16,320 Title I 3000-3999: Employee Benefits Guidance and Family Coordinator Classified Benefits (50%) 22,522 LCFF 2000-2999: Classified Personnel Salaries Guidance and Family Coordinator Classified Salaries (40%) 13,056 LCFF 3000-3999: Employee Benefits Guidance and Family Coordinator Classified Benefits (40%)
2.2	2.2: Parent-Teacher Conferences and Two-Way Communication Systems	All Students and Educational Partners	3,232 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	SPVHS will implement evidence-based family communication strategies by strengthening parent-teacher conferences and utilizing a consistent two-way communication platform (ClassDojo/Remind). Staff will conduct targeted outreach to families of students with failing grades and monitor engagement using platform analytics and communication logs. Implementation will be documented through sign-in sheets, communication logs, platform analytics, outreach records, bilingual materials, and feedback surveys to ensure accountability and measure effectiveness of family engagement efforts. Measurable Outcomes: * >=25% in-person conference participation * 100% of teachers provide monthly communication * >=75% family engagement on communication platform Alignment: * WASC Goal 2: Student and Parent Engagement * LCAP Goal 2: Student Engagement		5000-5999: Services And Other Operating Expenditures Catapult - 33% 3,076 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Document Tracking - 33%
2.3	2.3: Family Engagement Events and Feedback System SPVHS will implement evidence-based family engagement practices by hosting at least four annual events that are accessible, culturally relevant, and include bilingual supports. Feedback surveys will be used to evaluate effectiveness and guide improvements to increase meaningful engagement. Implementation will be documented through sign-in sheets, communication logs, platform analytics, outreach records, bilingual materials, and feedback surveys to ensure accountability and measure	All Students and Educational Partners	500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Snacks for parents

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	effectiveness of family engagement efforts. Measurable Outcomes: * >=35% average event attendance * 100% of events include bilingual resources and surveys * >=75% positive family satisfaction Alignment: * WASC Goal 2: Student and Parent Engagement * WASC Goal 3: School Climate * LCAP Goal 2 & 3 * LCAP Priority 3		
2.4	2.4: Outreach and Barrier Reduction Supports SPVHS will implement evidence-based outreach and engagement strategies to reduce barriers to family participation, including home visits, referrals, and access to resources. Efforts will focus on increasing access for English Learners, Native American families, Students with Disabilities, and other underrepresented groups. Implementation will be documented through sign-in sheets, communication logs, platform analytics, outreach records, bilingual materials, and feedback surveys to ensure accountability and measure effectiveness of family engagement efforts. Measurable Outcomes: * Increase outreach contacts >= 10% * 100% of outreach efforts documented * Increased participation of underrepresented families Alignment: * WASC Goal 2: Student and Parent Engagement * WASC Goal 3: Safe and Healthy Learning Environment * LCAP Goal 2 & 3 * LCAP Priority 3	All Students and Educational Partners	20,031 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 30% ORC Classified Salaries 10,902 LCFF - Supplemental 3000-3999: Employee Benefits 30% ORC Classified Benefits
2.5	2.5: Family Forums and Educational Partner Feedback Sessions	All students	250 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	SPVHS will host two annual Family Forum sessions to provide structured opportunities for families to engage with school leadership, share feedback, and participate in discussions on academic progress, attendance, behavior, and college/career readiness. Sessions will be bilingual, culturally responsive, and accessible, ensuring meaningful participation from all families. Implementation will be documented through sign-in sheets, communication logs, platform analytics, outreach records, bilingual materials, and feedback surveys to ensure accountability and measure effectiveness of family engagement efforts. Measurable Outcomes: * Host at least 2 Family Forum sessions annually * >= 80% of participants report feeling heard and valued * Documented use of feedback to inform school decisions Alignment: * WASC Goal 2: Student and Parent Engagement * WASC Goal 3: School Climate * LCAP Goal 2 & 3 * LCAP Priority 3		5700-5799: Transfers Of Direct Costs Food and Supplies for events
2.6	2.6: Work-Based Learning and College/Career Engagement SPVHS will implement evidence-based college and career engagement strategies by integrating CTE, Work-Based Learning (WBL), and postsecondary readiness into family engagement events, including student showcases and employer participation. Implementation will be documented through sign-in sheets, communication logs, platform analytics, outreach records, bilingual materials, and feedback surveys to ensure accountability and measure effectiveness of family engagement efforts.	All students	24,261 Other 5000-5999: Services And Other Operating Expenditures Strong Work Force Activities Year 7

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Measurable Outcomes: * >=2 WBL/CTE-focused engagement sessions annually * At least 80% of participants report increased awareness * Increased participation in college/career events Alignment: * WASC Goal 4: College and Career Readiness * WASC Goal 2: Student and Parent Engagement * LCAP Goal 1 & 2 * LCAP Priority 3		
2.7			
2.11			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, San Pasqual Valley High School implemented multiple strategies to increase educational partner engagement, including parent workshops, family events, improved communication systems, and outreach supports. Overall, these strategies resulted in increased opportunities for family participation and improved access to school information, particularly through the use of communication platforms and targeted outreach efforts.

Family engagement events and workshops were successfully implemented with bilingual supports and culturally relevant topics, contributing to increased participation compared to prior years. Outreach efforts, including direct contact and support services, helped reduce barriers for some families; however, participation remained inconsistent, particularly among families of students who are academically at risk and among certain student groups.

Parent-teacher conference participation and ongoing communication practices varied across staff, indicating a need for more consistent expectations and monitoring systems. While progress was made in expanding engagement opportunities, data shows that overall participation rates have not yet reached desired targets, and stronger systems for two-way communication and data tracking are needed.

Overall, strategies were partially effective in increasing access and engagement, but require refinement to ensure consistent implementation, improved participation rates, and stronger connections with all educational partners.

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

Overall, there were minimal differences between the intended implementation and budgeted expenditures for this goal. Planned strategies, including family workshops, engagement events, communication systems, and outreach supports, were implemented largely as designed.

Some adjustments were made throughout the year to better meet the needs of families. These included modifying event formats, increasing bilingual supports, and shifting outreach efforts to prioritize families of students who were academically at risk or less engaged. In some cases, resources were reallocated within the goal to support higher-impact activities, such as increasing outreach efforts or enhancing communication systems.

Additionally, participation levels varied across events, which resulted in adjustments to scheduling, topics, and delivery methods to improve attendance and engagement. These changes were related to implementation and responsiveness to family needs rather than significant changes to overall funding.

Overall, expenditures remained aligned to the goal, with minor adjustments made to ensure resources were used effectively to support increased family engagement and participation.

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

Based on the annual review, San Pasqual Valley High School will refine this goal by strengthening systems for consistent, schoolwide family engagement and improving two-way communication. Key changes include establishing clearer expectations for monthly teacher-to-family communication, implementing a schoolwide communication platform (e.g., ClassDojo or Remind), and increasing targeted outreach to families of students who are academically at risk and underrepresented student groups.

The school will also improve the structure and effectiveness of family engagement events and forums by ensuring bilingual supports, relevant topics, and the use of feedback surveys to guide continuous improvement. Partnerships with Florercer and the Family and Guidance Coordinator will be expanded to support outreach, workshop facilitation, and removal of barriers to participation.

Annual outcomes and metrics have been refined to include more specific targets for parent-teacher conference participation (25%), event attendance (35%), communication engagement (75%), and family satisfaction survey results, allowing for clearer monitoring of progress. Additionally, strategies have been revised to emphasize equity, consistency, and accountability, including disaggregation of participation data for targeted student groups.

These changes are reflected in the revised Goal 2 strategies and measurable outcomes section of the SPSA (Goals, Strategies, & Proposed Expenditures – Goal 2), including updates to Strategies 2.1–2.6, as well as in the annual measurable outcomes table for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement: Curriculum, Instruction, and Assessment
2026-2027 Goal: By June 2027, San Pasqual Valley High School will improve student academic outcomes and move performance colors on the California School Dashboard by
(1) increasing ELA performance by at least 15 DFS points and raising the percentage of students meeting/exceeding standards by 10%,
(2) increasing Mathematics performance by at least 15 DFS points and raising the percentage of students meeting/exceeding standards by10%,
(3) increasing College and Career Readiness from by at least 5%, and
(4) improving English Learner outcomes by
 (a) increasing one ELPI level by 10%,
 (b) increasing the percentage of students scoring at ELPAC levels 3 and 4 by 10%,
 (c) and meeting a reclassification rate of 10%,
as measured by CAASPP, ELPAC, and STAR Benchmark Assessment.

Progress toward this goal will be monitored through quarterly review of CAASPP interim assessment data (IABs/ICAs) in ELA and Mathematics, administration and analysis of STAR Assessments at BOY, MOY, and EOY to track student growth, ongoing review of IXL usage and skill proficiency during the Lifeskills block, and analysis of ELPAC and ELPI data for English Learner progress and reclassification rates.

Annual outcomes will be measured using CAASPP results and California School Dashboard indicators, with data reviewed during quarterly collaboration meetings to guide instructional adjustments and targeted supports.

Differentiated Assistance Eligibility (Year 1):
*Priority 4 - Pupil Achievement

- American Indian or Alaskan Native American
- Students with Disabilities

*Priority 5 - Pupil Engagement

- American Indian or Alaskan Native American
- Students with Disabilities

25-26 Targeted Support and Improvement:

- Suspension Rate
- English Language Learner Progress Indicator

2025 CIM (Comprehensive Intensive Monitoring) State Performance Plan Indicators:

- 5A: In regular classroom more than 80%
- 5B: In regular classroom less than 40%
- 11: On time evaluations
- 13: Post secondary plans

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal Alignment:

This goal aligns to LCAP Goal 1: Student Achievement, as it focuses on improving outcomes in English Language Arts, Mathematics, English Learner progress, and College and Career Readiness as measured by CAASPP, ELPAC, and Dashboard indicators.

It also aligns to LCAP Goal 2: Student Engagement (Priority 5) by addressing academic engagement through assessment systems, intervention supports, and progress monitoring, particularly for identified student groups including American Indian students and Students with Disabilities under Differentiated Assistance.

Additionally, this goal supports LCAP Priority 4 (Pupil Achievement) by targeting measurable improvements in student performance, closing achievement gaps, and increasing readiness for postsecondary success.

WASC Alignment:

This goal aligns to WASC Goal 1: Instructional Improvement and Data-Driven Practices, as it emphasizes the use of multiple data sources (CAASPP, STAR, IABs/ICAs, IXL) to monitor student progress, guide instruction, and implement targeted interventions.

It also aligns to WASC Goal 4: College and Career Readiness, through a focus on increasing College and Career Indicator (CCI) outcomes and preparing students for postsecondary pathways.

Additionally, this goal supports WASC Goal 3: Safe and Healthy Learning Environment, as improved academic systems and targeted supports contribute to equitable access to learning and improved outcomes for all student groups, including English Learners, American Indian students, and Students with Disabilities.

Identified Need

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

A review of the California School Dashboard and local assessment data indicates a need to improve student academic performance across multiple indicators. Mathematics performance remains at the Orange level with students significantly below standard, and English Language Arts is at the Yellow level, indicating that a substantial number of students are not meeting grade-level expectations. College and Career Readiness also remains at the Orange level, demonstrating a need to increase the number of students who are prepared for postsecondary pathways.

While English Learner Progress is a relative strength (Blue), gaps persist in overall academic performance, including ELA and Mathematics achievement for English Learners. Additionally, Differentiated Assistance identifies American Indian students and Students with Disabilities as student groups requiring targeted support due to performance gaps in pupil achievement and engagement. Students with Disabilities also remain an area of focus under Comprehensive Integrated Monitoring (CIM), indicating a need to strengthen systems for academic progress and compliance.

Local data from STAR assessments, IXL benchmarks, and interim assessments (IABs/ICAs) confirms that many students are performing below grade level and require consistent progress monitoring and targeted instructional support.

To address these needs, the school has implemented a balanced assessment system, including STAR benchmarking, FIAB/ICA administration, CFAs in ELA and Math and IXL skill development, along with credit recovery and targeted interventions. However, a more structured system of data analysis, instructional alignment, and targeted support is needed to accelerate student growth, close achievement gaps, and improve overall academic outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 CAASPP ELA Test Results	25.49% Not Met; 37.25% Nearly Met; 19.61% Met; 17.65% Exceeded	Target set at 43% M/E (missed by 5.74%)
2025 CAASPP ELA Distance from Standard (DFS)	-16 points below standard (moved -70 to -16)	Target set at -55 (surpassed by +39 points)
2025 CAASPP Math Test Results	73.47% Not Met; 20.41% Nearly Met; 6.12% Met; 2.44% Exceeded	Target set at 15% M/E (missed by 6.44%)
2025 CAASPP Math Distance from Standard (DFS)	-167.2 points below standard (moved -174.6 to 167.2)	Target set at -159.6 (missed by +7.4 points)
2024 CAST Test Results (Science)	14.29% Not Met; 77.55% Nearly Met; 6.12% Met; 2.04% Exceeded	Target 15% M/E (missed by 6.84%)
2025 ELPAC Results	Lvl 3 -23.81%; Lvl 4 - 19.05%	Target 43.34 (missed by .48)
2025 ELPAC Increased at least one ELPI level	63.4%	Target 35.5% (surpassed by 27.9%)
2025 RFEP Rate	9% reclassification rate	Target 10% (missed by 1%)
2025 College and Career Readiness	41.7% Not prepared; 25% Approaching prepared; 33.3% Prepared	Target 41% (missed by 8%)
2025 CTE Completion Rate	75%	Target 43% (surpassed by 32%)
2025 A-G Requirements	62.5%	Target 53% (surpassed by 10%)
2025 College Credit Courses	75%	Target 80% to maintain (missed by 5%)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1: Comprehensive Balanced Assessment and Instructional Response System SPVHS will implement a comprehensive balanced assessment system that includes STAR (BOY/MOY/EOY), IXL diagnostics, CAASPP Interim Assessments (IABs/ICAs), common formative assessments (CFAs), course grades, and teacher-created performance tasks to monitor student progress and inform instruction. Kami will be used to support annotation, close reading, and written responses, allowing students to engage with complex texts and demonstrate understanding. Measurable Outcomes: * Increase ELA and Math M/E >=10% * Improve Math DFS >=15 points * 100% of PLCs complete quarterly data	All Students	0 Title I 5000-5999: Services And Other Operating Expenditures STAR Paid 3 year subscription previous years 1,350 Title I 5000-5999: Services And Other Operating Expenditures Kami will support schoolwide literacy implementation by allowing students to annotate digital texts, identify textual evidence, complete scaffolded writing responses, and engage with grade-level materials. This tool supports access to curriculum and literacy development for English Learners, Students with Disabilities, and socioeconomically disadvantaged students, aligning with Title I requirements to improve

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	cycles Alignment: * WASC Goal 1: Instructional Improvement and Data-Driven Practices * LCAP Goal 1: Student Achievement		academic outcomes for high-need student groups.
3.2	3.2: Data Cycles Focused on Literacy and Math Acceleration SPVHS will conduct quarterly data cycles using STAR, IXL, CAASPP IABs/ICAs, common formative assessments, and classroom performance data to target Math acceleration and ELA literacy gaps, particularly in Reading Literature and Reading Informational Text. In addition to schoolwide RACE implementation, teachers will use close reading, annotation, vocabulary development, text-dependent questioning, and comprehension strategies to improve literacy outcomes. Kami will support digital annotation and evidence collection. Measurable Outcomes: * Improve ELA reading claims performance * Improve Math DFS by >=15 points * 100% of departments update instructional plans quarterly Alignment: * WASC Goal 1: Instructional Improvement * LCAP Goal 1: Student Achievement	All students	0 Title I 5000-5999: Services And Other Operating Expenditures STAR Paid 3 year subscription previous years
3.3	3.3: Strengthen EL Instruction and Academic Language Development SPVHS will strengthen EL instruction through designated and integrated ELD, focusing on academic language, reading comprehension, writing, and content access, aligned with schoolwide literacy strategies. Instruction will incorporate scaffolded supports, structured writing (RACE), and comprehension strategies to improve access to grade-level content.	All Students	26,192 LCFF 1000-1999: Certificated Personnel Salaries 22% EL TOSA Certificated Salaries 12,992 LCFF 3000-3999: Employee Benefits 22% EL TOSA Certificated Benefits 14,951 Title III 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Measurable Outcomes: * Increase ELPAC Levels 3 & 4 >=10% * Increase reclassification rate >=10% * Maintain ELPI at >=60% Alignment: * WASC Goal 1: Instructional Improvement * WASC Goal 3: Equity and Access * LCAP Goal 1: Student Achievement		Supplemental Materials to Support English Learners
3.4	3.4: Integrated Math Implementation and Targeted Intervention System SPVHS will adopt and begin implementation of a new Integrated Math curriculum, beginning with Integrated Math I in place of Algebra 1. Geometry and Algebra 2 will continue during the transition while the Integrated Math sequence is phased in over a three-year period. Instruction will emphasize conceptual understanding, problem-solving, and real-world application, supported by intervention classes using IXL and targeted supports based on diagnostic data. Measurable Outcomes: * Improve Math DFS by >=15 points * Increase Math M/E >=10% * Reduce Not Met >=10% Alignment: * WASC Goal 1: Instructional Improvement * WASC Goal 4: College and Career Readiness * LCAP Goal 1: Student Achievement	All students	2,812 Title I 5000-5999: Services And Other Operating Expenditures IXL Learning Subscription
3.5	3.5: Expanded Extended Learning and Targeted Intervention SPVHS will expand extended learning opportunities (Saturday School, tutoring, summer school, credit recovery) using data-driven placement to ensure targeted support for students needing intervention. Measurable Outcomes: * >=90% of participants pass courses * Reduce D/F rates >=10%	All students	21,482 LCFF 2000-2999: Classified Personnel Salaries 50% EL Paraprofessional Classified Salaries 13,960 LCFF 3000-3999: Employee Benefits 50% EL Paraprofessional Classified Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* Improve attendance for participants >=10% Alignment: * WASC Goal 1: Instructional Improvement * WASC Goal 4: College and Career Readiness * LCAP Goal 1: Student Achievement		
3.6	3.6: Strengthen College and Career Readiness through Expanded CTE Pathways SPVHS will expand CTE pathways by adding a Culinary Arts 1 course for sophomores and juniors, increasing access to hands-on, career-aligned learning experiences. The school will continue to support A–G completion, dual enrollment, college credit courses, and career exploration opportunities to improve College and Career Indicator (CCI) outcomes. Measurable Outcomes: * Increase CCI Prepared/Approaching >=10% * Maintain CTE completion >=75% and A-G >=60% * Increase college credit participation >=80% Alignment: * WASC Goal 4: College and Career Readiness * WASC Goal 2: Student Engagement * LCAP Goal 1: Student Achievement		18,505 LCFF 5000-5999: Services And Other Operating Expenditures Additional Health A-G Course 40,212 LCFF 1000-1999: Certificated Personnel Salaries 2 Periods CTE Courses Certificated Salaries 14,416 LCFF 3000-3999: Employee Benefits 2 Periods CTE Courses Certificated Benefits 6,500 LCFF 5000-5999: Services And Other Operating Expenditures AWC College Course Payment - A-G Monies 50,287 LCFF 1000-1999: Certificated Personnel Salaries 3 Periods of College Courses-Certificated Salaries 19,515 LCFF 3000-3999: Employee Benefits 3 Periods of College Courses-Certificated Benefits
3.9	3.7: Co-Teaching and Targeted Academic Support SPVHS will implement co-teaching and targeted academic support aligned to Students with Disabilities and Native American students, including scaffolded instruction, progress monitoring, and	All students	3,353 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Teacher Training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	differentiated supports. Measurable Outcomes: * >=90% of students demonstrate growth or improved grades * Increase graduation rates for targeted student groups Alignment: * WASC Goal 1: Instructional Improvement * WASC Goal 3: Equity and Access * LCAP Goal 1: Student Achievement		
3.10	3.8: Instructional Coaching and Schoolwide Literacy (RACE + Kami) SPVHS will implement instructional coaching and walkthroughs focused on RACE writing strategy, reading comprehension, and student discourse across all content areas. In addition to RACE, teachers will implement close reading, annotation, vocabulary development, and comprehension strategies to improve performance in Reading Literature and Informational Text. Kami will support annotation, text-based evidence, and written responses. Measurable Outcomes: * 100% of teachers implement RACE and literacy strategies * Increase ELA M/E >=10% * Improve reading claims performance * >=80% of classrooms demonstrate implementation Alignment: * WASC Goal 1: Instructional Improvement * LCAP Goal 1: Student Achievement	All students	39,534 Title I 2000-2999: Classified Personnel Salaries 75% Librarian Classified Salaries 23,527 Title I 3000-3999: Employee Benefits 75% Librarian Classified Benefits
3.11	3.9: LifeSkills Academic Monitoring and Engagement SPVHS will integrate academic monitoring into LifeSkills through IXL practice, goal setting, and progress tracking, allowing students to monitor their own academic progress. LifeSkills in Goal 3 focuses on academic monitoring, goal setting, and progress tracking, while LifeSkills in Goal 1 focuses on social-	All students	5,753 Title I 4000-4999: Books And Supplies Teacher & Student Technology 5,944 Title VI Part B: Rural Education Achievement Program

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	emotional learning and behavior supports, ensuring a coordinated and non-duplicative approach. Measurable Outcomes: * 100% of students participate in academic goal-setting cycles * Increase student engagement in academic monitoring * Improve academic performance indicators Alignment: * WASC Goal 1: Instructional Improvement * WASC Goal 3: Student Engagement and Well-Being * LCAP Goal 1 & 2		4000-4999: Books And Supplies Teacher & Student Technology

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, San Pasqual Valley High School implemented a range of strategies to improve student academic outcomes, including a balanced assessment system (STAR, IABs/ICAs, IXL), credit recovery, extended learning opportunities, and targeted supports for English Learners, Students with Disabilities, and Native American students. Overall, these strategies contributed to notable growth in several areas, particularly in English Language Arts, where Distance from Standard improved significantly, and in English Learner Progress, where ELPI growth exceeded expectations.

Despite these gains, overall student achievement remains below desired levels, particularly in Mathematics, where performance continues to be significantly below standard, and in ELA where the percentage of students meeting or exceeding standards did not meet the target. Science performance also remains an area of need, with most students performing at the Nearly Met level and few reaching proficiency. College and Career Readiness outcomes were mixed, with strong performance in CTE completion and A-G completion, but lower-than-expected participation in college credit coursework.

Implementation of strategies was generally consistent; however, the level of impact varied. Assessment systems were in place, but the use of data to consistently inform instruction and intervention planning across all classrooms was uneven. Intervention and extended learning opportunities were available, but not always fully targeted or aligned to specific student needs. Additionally, instructional practices to support literacy—particularly reading comprehension and writing—require further strengthening to address identified gaps in Reading Literature and Informational Text.

Overall, strategies were partially effective, resulting in measurable growth in some areas but not sufficient to meet all performance targets. Continued refinement is needed to strengthen data-driven instruction, increase consistency in implementation, intensify Math supports, and improve literacy outcomes across all content areas.

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

Overall, there were minimal differences between the intended implementation and the budgeted expenditures for this goal. Planned strategies, including the use of a balanced assessment system (STAR, IABs/ICAs, IXL), intervention supports, extended learning opportunities, and college and career readiness programs, were implemented largely as designed.

Some adjustments were made during implementation to better align supports with student needs. These included refining intervention groupings, adjusting extended learning opportunities based on student participation, and reallocating time and resources to support areas of greatest need, particularly in Mathematics and literacy. In addition, the level of implementation of data-driven instructional practices varied across departments, resulting in differences in how consistently assessment data was used to inform instruction.

While expenditures remained aligned to the goal, some planned strategies—such as fully consistent use of common formative assessments and systematic data analysis cycles—were not implemented at the intended level across all classrooms. These differences were related to implementation fidelity rather than significant changes in budget or resource allocation.

Overall, expenditures remained consistent with the goal, with minor adjustments made to improve effectiveness and responsiveness to student performance data.

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

Based on the annual review, San Pasqual Valley High School will refine Goal 3 by strengthening the consistency and effectiveness of data-driven instruction and intensifying supports in identified areas of need, particularly in Mathematics and literacy. Key changes include the implementation of a more structured balanced assessment system that includes common formative assessments (CFAs), along with clearer expectations for quarterly data cycles to ensure consistent use of assessment data to inform instruction and intervention.

To address ongoing gaps in Mathematics performance, the school will implement a new Integrated Math curriculum, replacing Algebra 1 and phasing in the model over a three-year period to improve conceptual understanding and problem-solving skills. In English Language Arts, a schoolwide focus on literacy will be strengthened through the implementation of the RACE writing strategy across all content areas, along with targeted instructional practices to improve performance in Reading Literature and Reading Informational Text.

Instructional strategies will also be enhanced through the use of Kami to support annotation, close reading, and evidence-based writing, improving student access to complex texts and strengthening comprehension and written responses. Intervention systems will be refined to ensure more targeted placement of students based on data, and expanded learning opportunities will be more intentionally aligned to student needs.

Additionally, College and Career Readiness strategies will be strengthened through the expansion of CTE pathways, including the addition of a Culinary Arts 1 course, and continued support for A-G completion, dual enrollment, and postsecondary planning.

Annual outcomes and metrics have been updated to include more specific targets for Math DFS improvement, ELA proficiency, reclassification rates, and College and Career Indicator performance, ensuring clearer monitoring of progress and alignment to Dashboard indicators.

These changes are reflected in the revised Goal 3 strategies and measurable outcomes section of the SPSA (Goals, Strategies, & Proposed Expenditures – Goal 3), including updates to Strategies 3.1–3.9, as well as in the annual measurable outcomes table aligned to this goal.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,222,257.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$219,897.00
Title II Part A: Improving Teacher Quality	$3,353.00
Title III	$14,951.00
Title VI Part B: Rural Education Achievement Program	$5,944.00

Subtotal of additional federal funds included for this school: $244,145.00

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

State or Local Programs	Allocation ($)
Agriculture Vocational Incentive	$11,160.00
Extended Learning Opportunity	$4,960.00
LCFF	$403,981.00
LCFF - Supplemental	$37,741.00
Other	$73,906.00
Unrestricted	$446,364.00

Subtotal of state or local funds included for this school: $978,112.00

Total of federal, state, and/or local funds for this school: $1,222,257.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Agriculture Vocational Incentive	11,160.00
Extended Learning Opportunity	4,960.00
LCFF	403,981.00
LCFF - Supplemental	37,741.00
Other	73,906.00
Title I	219,897.00
Title II Part A: Improving Teacher Quality	3,353.00
Title III	14,951.00
Title VI Part B: Rural Education Achievement Program	5,944.00
Unrestricted	446,364.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	473,068.00
2000-2999: Classified Personnel Salaries	146,821.00
3000-3999: Employee Benefits	255,807.00
4000-4999: Books And Supplies	65,806.00
5000-5999: Services And Other Operating Expenditures	276,652.00
5700-5799: Transfers Of Direct Costs	750.00
5800: Professional/Consulting Services And Operating Expenditures	3,353.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Agriculture Vocational Incentive	11,160.00

1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	4,070.00
3000-3999: Employee Benefits	Extended Learning Opportunity	890.00
1000-1999: Certificated Personnel Salaries	LCFF	219,595.00
2000-2999: Classified Personnel Salaries	LCFF	44,004.00
3000-3999: Employee Benefits	LCFF	115,127.00
5000-5999: Services And Other Operating Expenditures	LCFF	25,005.00
5700-5799: Transfers Of Direct Costs	LCFF	250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,031.00
3000-3999: Employee Benefits	LCFF - Supplemental	10,902.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,308.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Other	36,102.00
3000-3999: Employee Benefits	Other	13,543.00
5000-5999: Services And Other Operating Expenditures	Other	24,261.00
1000-1999: Certificated Personnel Salaries	Title I	88,126.00
2000-2999: Classified Personnel Salaries	Title I	39,534.00
3000-3999: Employee Benefits	Title I	61,484.00
4000-4999: Books And Supplies	Title I	5,753.00
5000-5999: Services And Other Operating Expenditures	Title I	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3,353.00
4000-4999: Books And Supplies	Title III	14,951.00
4000-4999: Books And Supplies	Title VI Part B: Rural Education Achievement Program	5,944.00
1000-1999: Certificated Personnel Salaries	Unrestricted	125,175.00
2000-2999: Classified Personnel Salaries	Unrestricted	43,252.00
3000-3999: Employee Benefits	Unrestricted	53,861.00
4000-4999: Books And Supplies	Unrestricted	39,158.00

5000-5999: Services And Other Operating Expenditures	Unrestricted	184,918.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	758,670.00
Goal 2	142,302.00
Goal 3	321,285.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Anastasia Noriega	Principal
Thomas Duggan	Classroom Teacher
Tracy Hill	Other School Staff
Lanette Rooseevelt	Parent or Community Member
Timothy O'Brien	Parent or Community Member
David Shryock	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
	Other: DIPAC

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 .

Attested:

	Principal, Anastasia Noriega on
	SSC Chairperson, Thomas Duggan on

Instructions

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

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

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

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

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023