

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palos Verdes Distance Learning Academy	19 64865 0141002	October 25, 2023	December 13, 2023

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## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

PVDLA presents data to all educational partners and the plan in place to address the deficiencies in that data.

Staff Meetings - August & October

School Site Council - October, January, and April

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	0.74%	0%		1	0
Asian	%	42.65%	26.42%		58	14
Filipino	%	1.47%	1.89%		2	1
Hispanic/Latino	%	13.24%	30.19%		18	16
Pacific Islander	%	%	0%		0	0
White	%	22.06%	26.42%		30	14
Multiple/No Response	%	17.65%	13.21%		24	7
Total Enrollment				0	136	53

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		14	
Grade 1		20	2
Grade 2		18	3
Grade3		12	3
Grade 4		19	
Grade 5		15	4
Grade 6		13	1
Grade 7		8	11
Grade 8		8	3
Grade 9		2	7
Grade 10		2	9
Grade 11		5	3
Grade 12			7
Total Enrollment	0	136	53

**Conclusions based on this data:**

1. Palos Verdes Distance Learning Academy (PVDLA) is a district-wide defined alternative K-12 education program. The goal of this program is to continue academic excellence and to be a desired placement for students who are a “good fit” for the distance learning educational environment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	4		*	*		*	*			
Grade 4		8	*		4	0		4	0		50.0	
Grade 5		9	*		5	0		5	0		55.6	
Grade 6		6	*		*	0		*	0			
Grade 7		8	9		*	*		*	*			
Grade 8		11	*		*	*		*	*			
Grade 11		8	5		0	*		0	*		0.0	
All Grades		53	24		17	7		17	7		32.1	29.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11			*			*			*			*			*
All Grades	N/A	N/A	N/A		58.82	*		17.65	*		23.53	*		0.00	*

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

**Conclusions based on this data:**

1. Due to the alternative nature of PVDLA, it remains a goal to assess as many students as possible. This number fluctuates based upon the numbers of students in grades that are assessed (3-8 & 11) and the nature of why students are enrolled in an online alternative school.
2. PVDLA continues to work towards an increase in percent of students who meet or exceed the standard on the ELA CAASPP test.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	4		*	*		*	*			
Grade 4		8	*		4	0		4	0		50.0	
Grade 5		9	*		5	0		5	0		55.6	
Grade 6		6	*		*	0		*	0			
Grade 7		8	9		*	*		*	*			
Grade 8		11	*		*	*		*	*			
Grade 11		8	5		*	*		*	*			
All Grades		53	24		18	6		18	6		34.0	25.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		66.67	*		27.78	*		0.00	*		5.56	*



<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

**Conclusions based on this data:**

1. Due to the alternative nature of PVDLA, it remains a goal to assess as many students as possible. This number fluctuates based upon the numbers of students in grades that are assessed (3-8 & 11) and the nature of why students are enrolled in an online alternative school.

2. PVDLA continues to work towards an increase in percent of students who meet or exceed the standard on the Math CAASPP test.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades											0	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*			*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*			*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*			*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades			*			*			*			*

**Conclusions based on this data:**

1. PVDLA continues to administer the ELPAC to EL Students as needed, however the data points are used in combination with other state and local measures to determine areas for improvement since the sample set is small and inconsistent year to year.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
136	8.8	12.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Palos Verdes Distance Learning Academy.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	12.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	12	8.8
Students with Disabilities	9	6.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.7
American Indian		
Asian	58	42.6
Filipino	2	1.5
Hispanic	18	13.2
Two or More Races	24	17.6
Pacific Islander		
White	30	22.1

**Conclusions based on this data:**

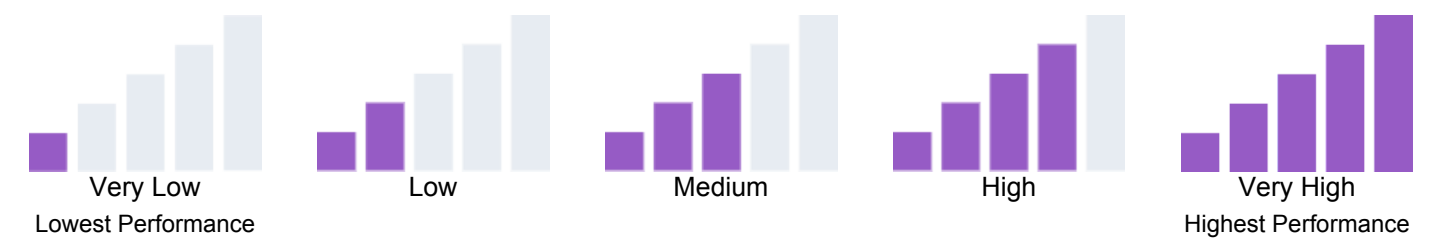
1. PVDLA continues to work towards an increase in the percent of students who are present and engaged each day.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Chronic Absenteeism</div> <div>High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

#### Conclusions based on this data:

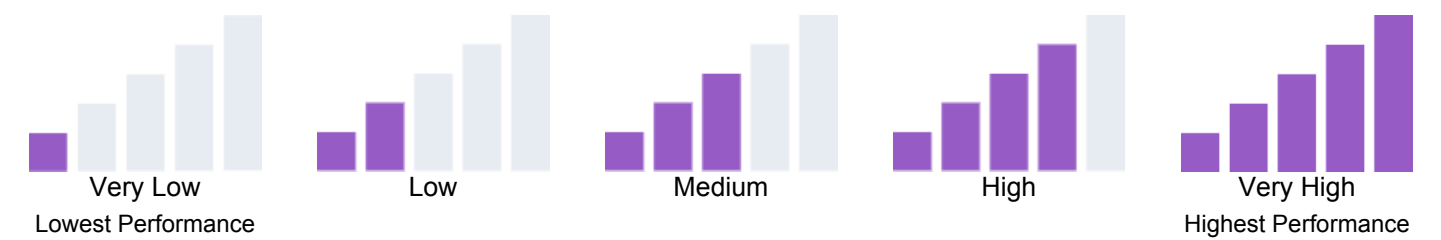
1. PVDLA continues to work towards an increase in the percent of students who are present and engaged each day and achieving at a high rate.

# School and Student Performance Data

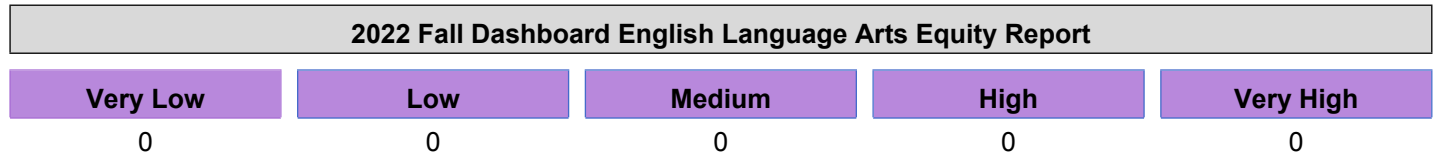
## Academic Performance English Language Arts

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

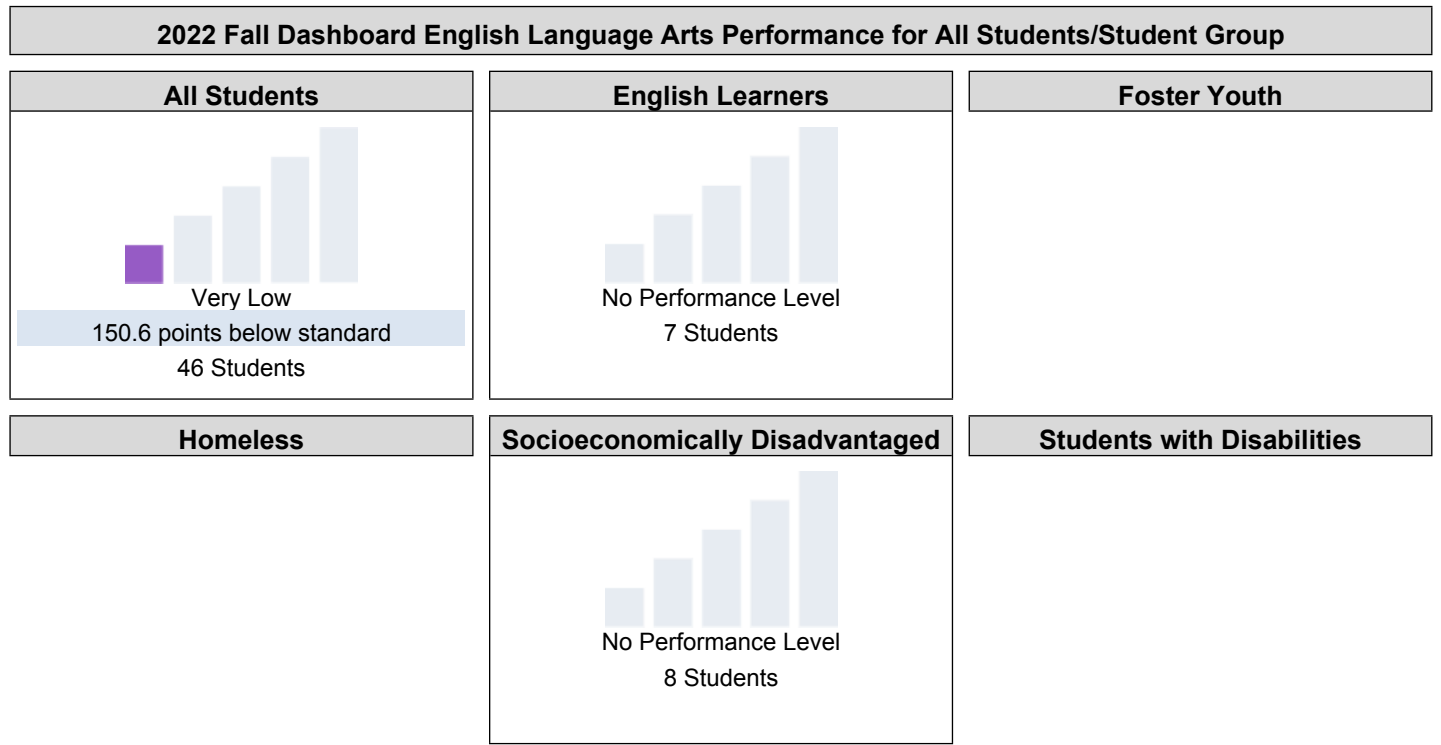
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

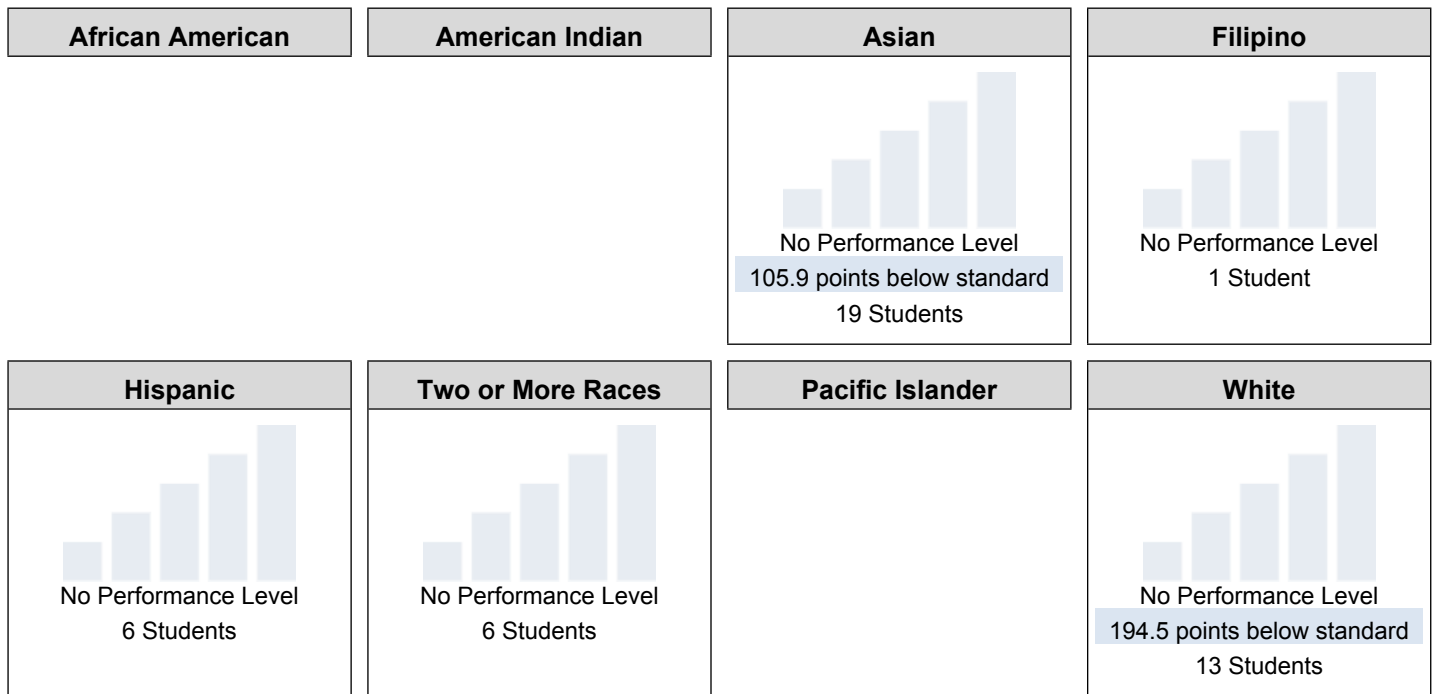


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	7 Students	181.1 points below standard 35 Students

#### Conclusions based on this data:

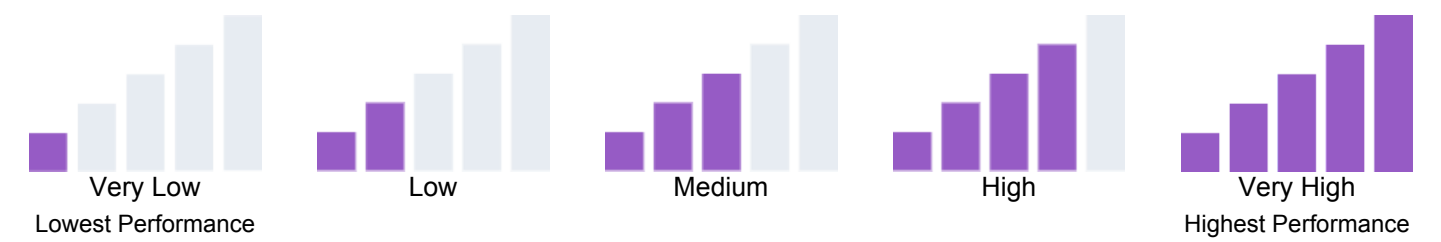
1. Due to the alternative nature of PVDLA, it remains a goal to assess as many students as possible. The scores point to a need to increase our participation rates as we the Dashboard score includes a penalty for low participation.

# School and Student Performance Data

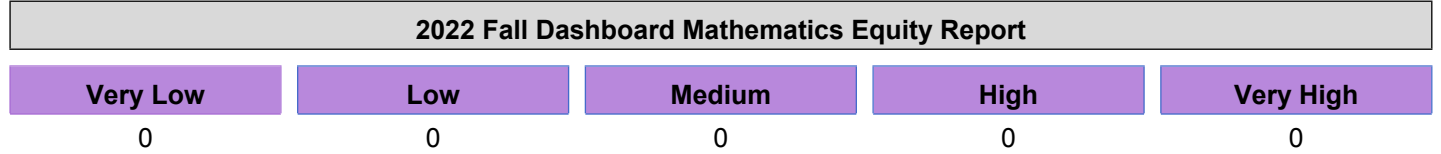
## Academic Performance Mathematics

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

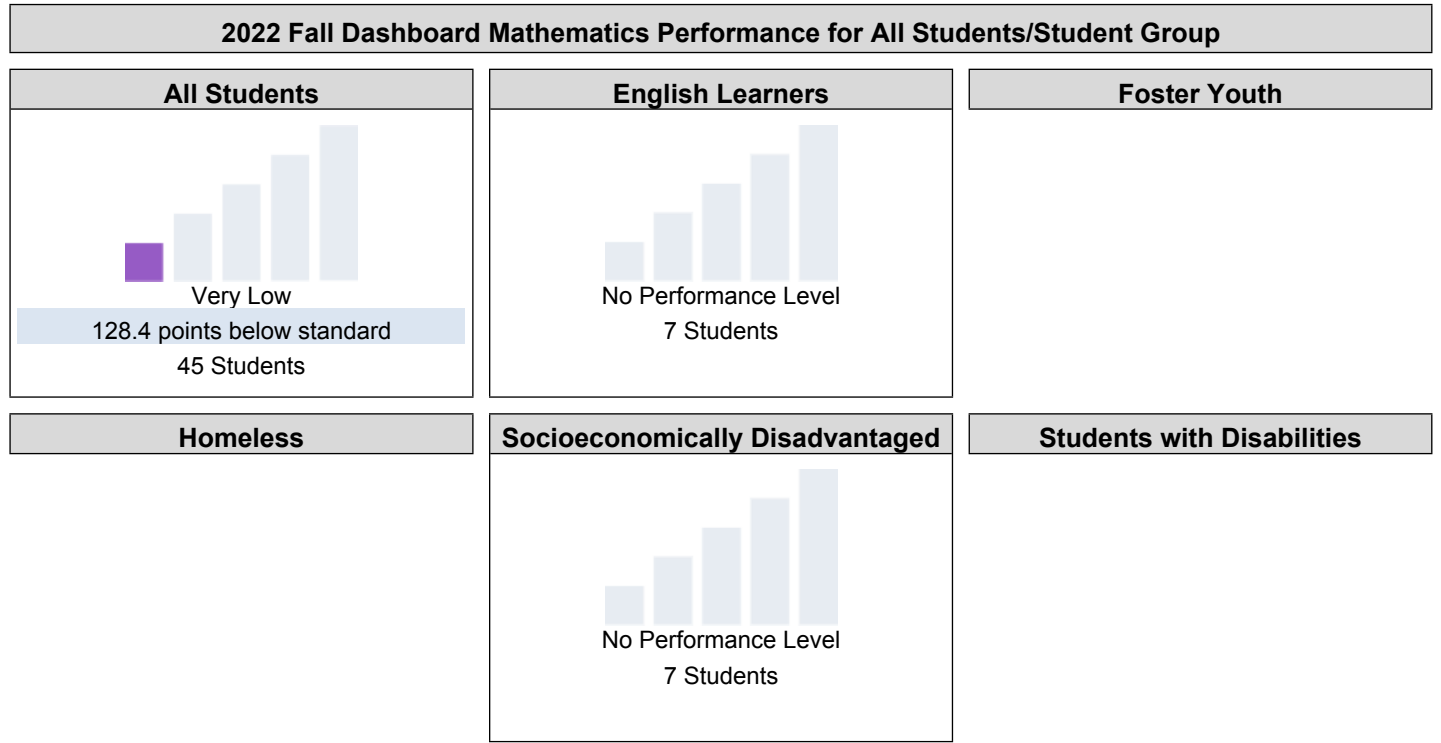
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



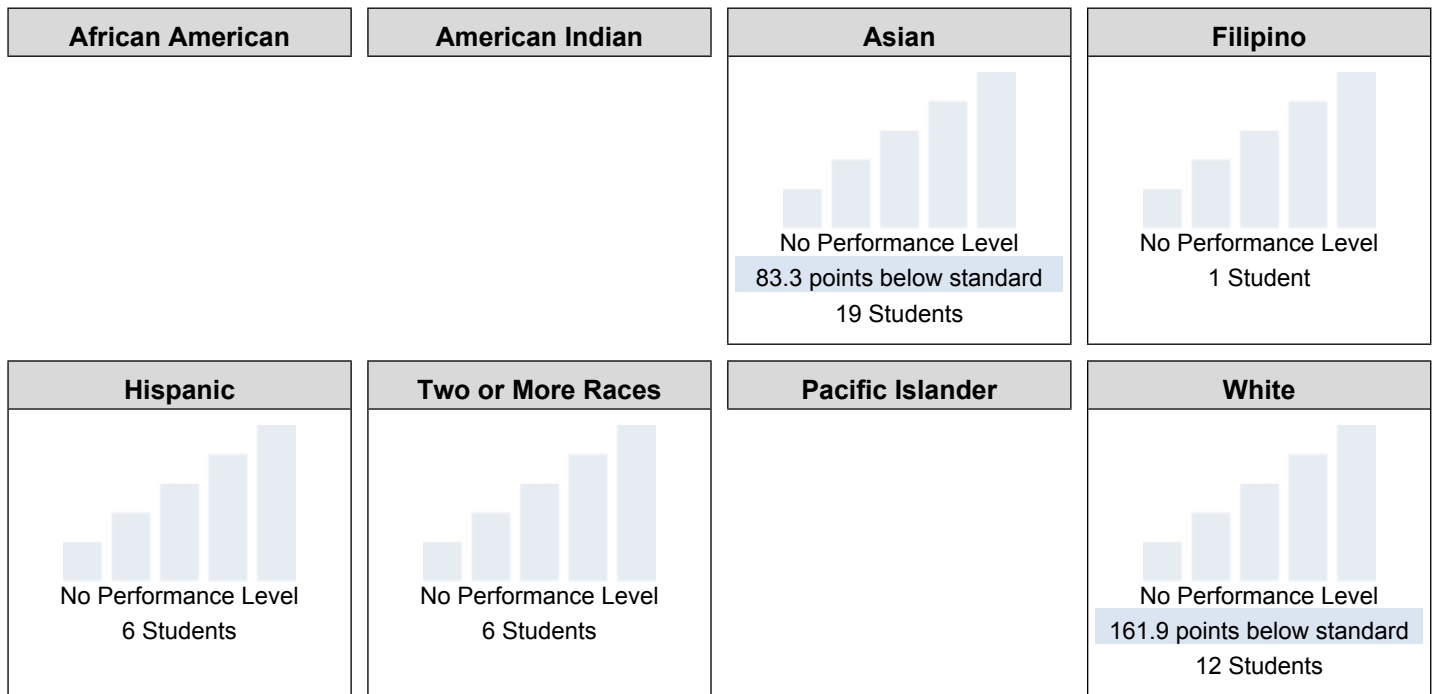
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	7 Students	160.9 points below standard 34 Students

#### Conclusions based on this data:

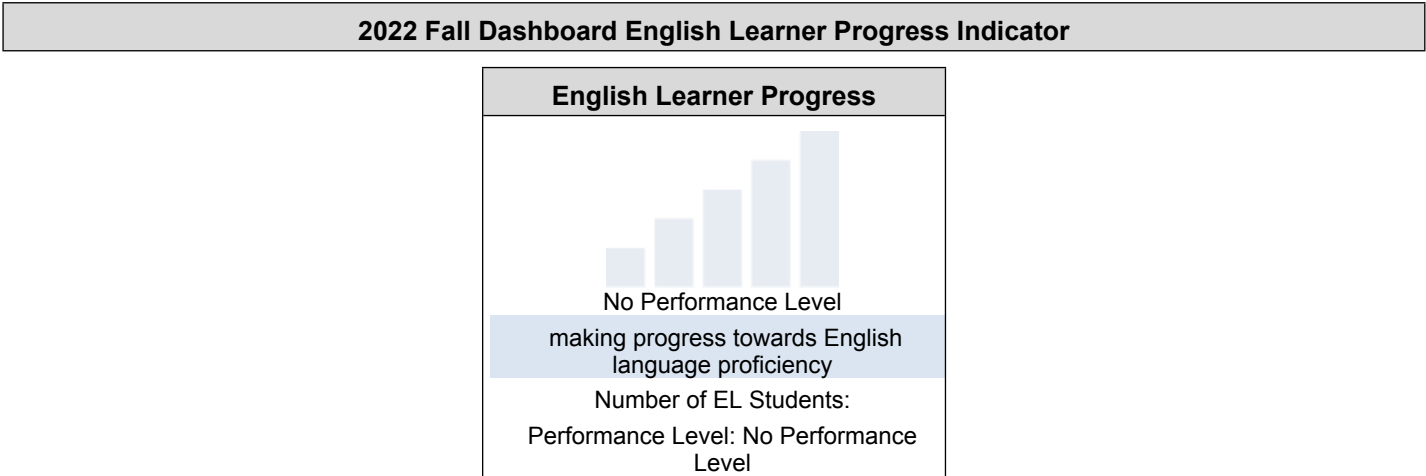
1. Due to the alternative nature of PVDLA, it remains a goal to assess as many students as possible. The scores point to a need to increase our participation rates as we the Dashboard score includes a penalty for low participation.

# School and Student Performance Data

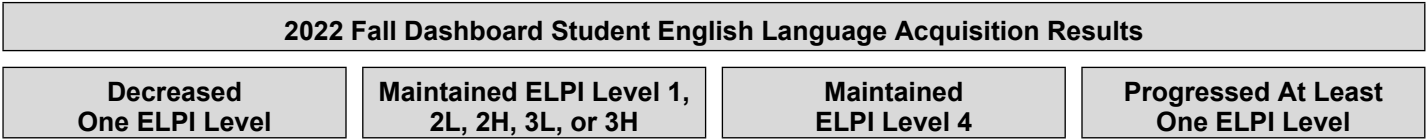
## Academic Performance English Learner Progress

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

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



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



Conclusions based on this data:

- There are not enough EL students enrolled at PVDLA for data to populate.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

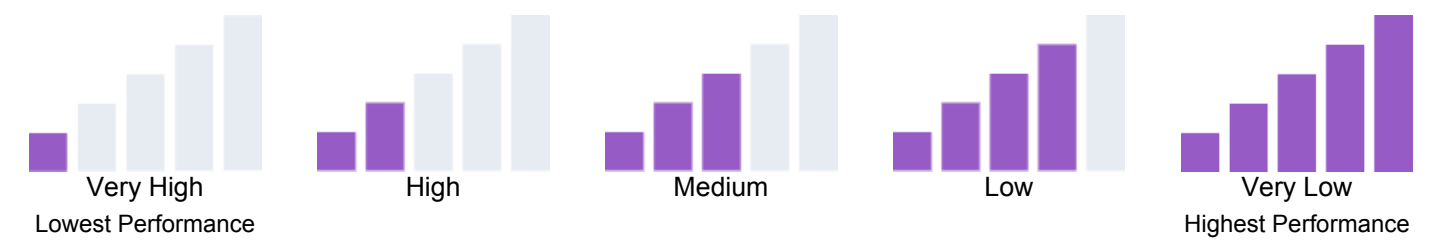
1. PVDLA continues to work towards an increase in the percent of students who are A-G eligible each year.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



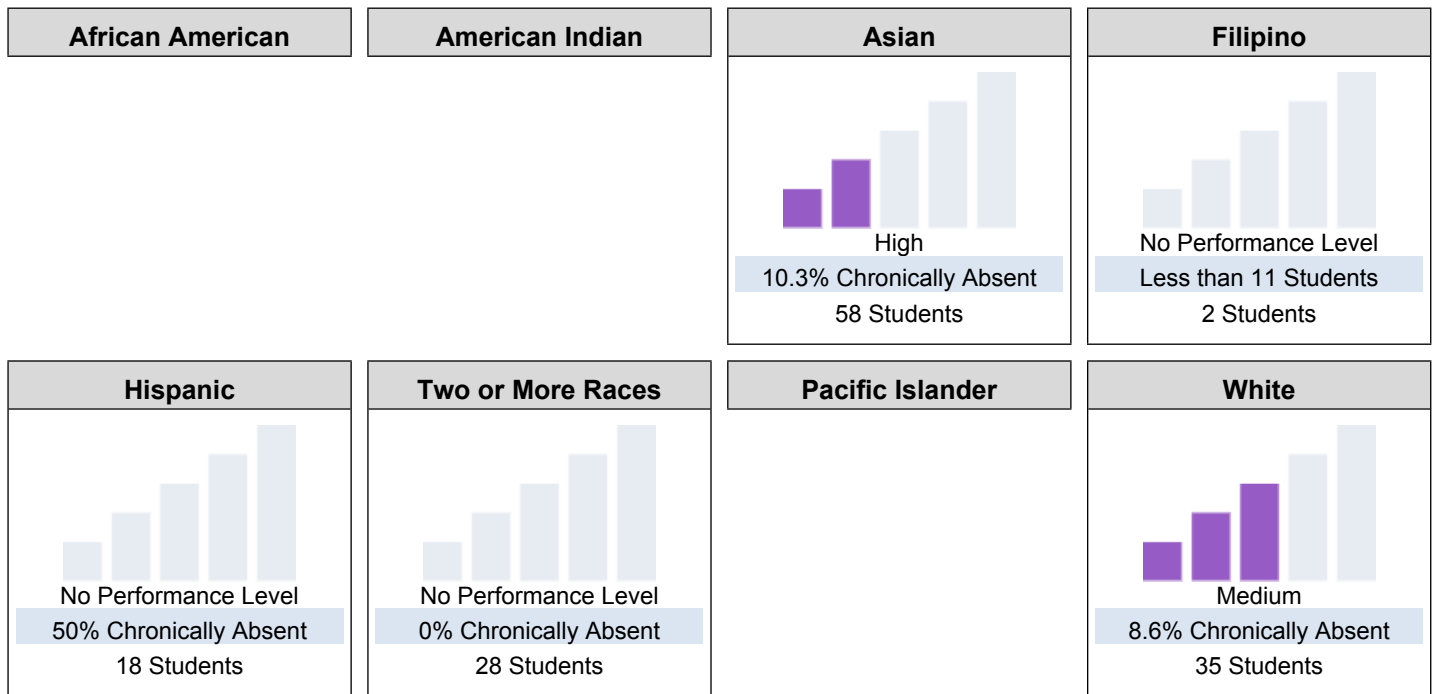
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	1	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div><b>All Students</b></div> <div><p>High</p><p>12.8% Chronically Absent</p><p>141 Students</p></div>	<div><b>English Learners</b></div> <div><p>No Performance Level</p><p>5.6% Chronically Absent</p><p>18 Students</p></div>	<div><b>Foster Youth</b></div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>1 Student</p></div>
<div><b>Homeless</b></div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>1 Student</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>No Performance Level</p><p>47.1% Chronically Absent</p><p>17 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>No Performance Level</p><p>41.7% Chronically Absent</p><p>12 Students</p></div>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. PVDLA continues to work towards an increase in the percent of students who are present and engaged each day and achieving at a high rate.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. PVDLA continues to work towards a graduation rate of 100% for our students. Due to the number of students and the Dashboard reporting year, graduation data is not available.

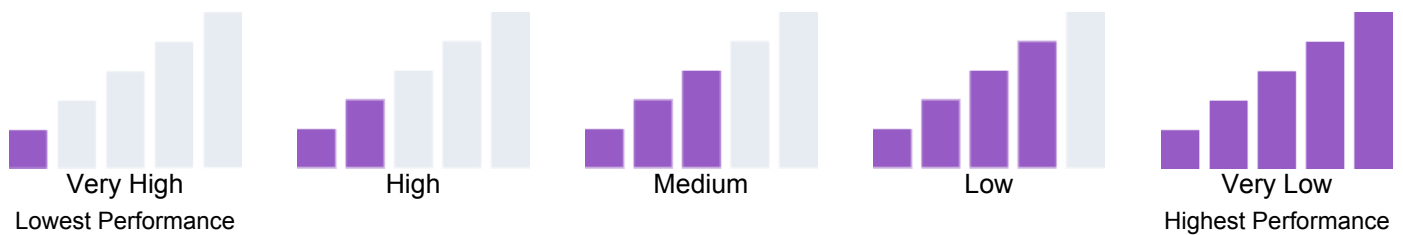


# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



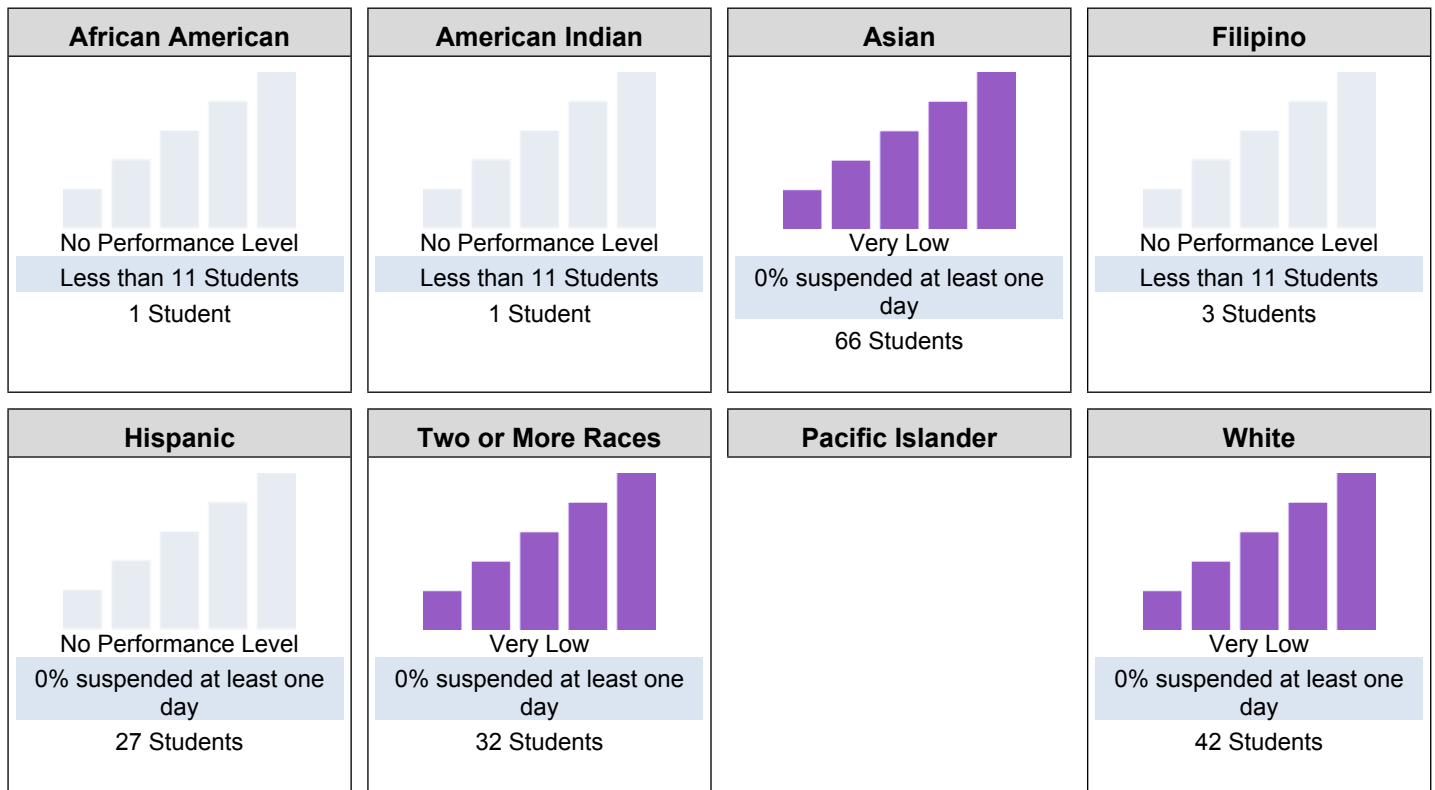
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>0% suspended at least one day</p> <p>172 Students</p>	<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>19 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>23 Students</p>	<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>14 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. PVDLA continues a goal of a 0% suspension rate each school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions of Learning

## LEA/LCAP Goal

PVPUSD will maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with California State Standards that provides all students access to required college and career readiness.  
State Priorities: Basic (Priority 1), Implementation of State Standards (Priority 2), Course Access (Priority 7)

## Goal 1

Maintain site infrastructure and a highly skilled staff to deliver TK-12 curriculum aligned with California State Standards that provides all students giving all students access to an education that prepares them for their next level of elementary or secondary education and college and career readiness.

## Identified Need

Maintain current levels of high qualified teachers and access to instructional materials and technology.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SARC Report Staffing	100% Fully (Preliminary or Clear) Credentialed (properly assigned) teachers Zero vacant positions Per 2021-22 Teacher preparation and placement table on 22-23 SARC	Maintain or increase a fully Credentialed Staff  0 vacancies
Instructional Materials	100% sufficient textbooks/instructional materials for all students Per 22-23 SARC	100%
Teachers Access to Technology	100% of staff have access to a computer at school	100%
Student Access to Technology	100% of students have access to technology needed to be successful	100%
District Aligned Curriculum as Indicated in SARC	100% of teachers are using District adopted curriculum Per 22-23 SARC	100%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Maintain baseline levels of technology and site facilities in fair repair, prioritizing classrooms/student areas for improvement. Request facility updates to ensure safety in all classrooms to follow proper safety protocols.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

We meet as a faculty monthly to look at attendance and assessment data to plan and guide instruction. The principal will monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use online testing applications that closely resemble the testing format of the CAASPP/CAST and use for access to improve outcomes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

In order to address the needs of our students, the faculty will monitor our students progress closely and meet with students to discuss. In order to continue aligning courses to standards, teachers will be involved in district PDs, textbook and supplemental adoption discussions, and will be reviewing and analyzing the available CAASPP data.

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

We did not have any major differences between the intended implementation and the budgeted expenditures last year.

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.

School staff will rely on CAASPP data, classroom assessments, final grades, & CA Dashboard metrics to monitor progress and determine growth.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Pupil Outcomes

## LEA/LCAP Goal

To provide a rigorous instructional program that raises achievement for all students in the four core California content standards by working in partnership with students, parents, teachers, and the community.  
State Priorities: Pupil Achievement (Priority 4), Other Pupil Outcomes (Priority 8)

## Goal 2

To provide a rigorous instructional program that raises achievement for all students (including EL, GATE, and students with disabilities) in the four core California content standards by working in partnership with students, parents, teachers, and the community.

## Identified Need

CAASPP increase in ELA & Math scores  
CA Dashboard -- Improve college & career readiness

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Met or Exceeded Standards All: 81.25% English Learners: N/A Students with disabilities: N/A per 22-23 CAASPP results	Increase students who Meet or Exceed Standards by All: 90% English Learners: 90% Students with disabilities: 90%
CAASPP MATH	Met or Exceeded Standards All: 57.14% English Learners: N/A Students with disabilities: N/A per 22-23 CAASPP results	Increase students who Meet or Exceed Standards by All: 65% English Learners: 65% Students with disabilities: 65%
CAST	Met or Exceeded Standards All: 100% English Learners: N/A Students with disabilities: N/A per 22-23 CAST results	Maintain percent of students who Meet or Exceed Standards All: 100 % English Learners: 100% Students with disabilities: 100%
Summative ELPAC Scores	Two students at Level 4 on the Summative ELPAC in 22-23	Increase the number of students who receive a 4 on the ELPAC by 50% or more

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Principal will work collaboratively with teachers to analyze student performance measures to identify areas to focus our RDM Professional Development. Teachers will utilize data, via Aeries Analytics, to shape instruction in their classroom. Students will develop better academic skills which will help to improve the percent of students who meet or exceed the standard.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

EL Students

#### Strategy/Activity

Work with identified students (EL) individually or in a small group setting in the classroom to deliver targeted instruction to raise achievement as measured by CAASPP scores.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Special Education Students

### Strategy/Activity

Work with identified students (SPED) individually or in a small group setting in the classroom to deliver targeted instruction to raise achievement as measured by CAASPP scores

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

In order to address the improvement of CASSPP scores, the faculty will target instruction on building academics skills and incorporate CAASPP curriculum and test-taking strategies into everyday classroom lessons.

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

There were no major changes from implementation to expenditures. The PVDLA staff collaborates regularly about strategies meets a minimum of once a month to assess student 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.

Staff will continue to utilize CAASPP scores, classroom measures, and progress towards graduation to ensure a rigorous program and improved student outcomes for each student. Staff will continue to meet regularly to plan for desired student outcomes.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engagement

## LEA/LCAP Goal

We will provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement.

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

## Goal 3

Provide a supportive school environment with monitoring and support for the mental health of staff and students, including professional development and resources, one that proactively engages students, and utilizes tiered strategies for any students in need of support.

## Identified Need

Reduce Chronic Absenteeism: Have zero students chronically absent

Healthy kids survey- Increase adult/student caring relationships

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Data - Connectedness	75% Per 22-23 PVDLA School Climate Survey	Increase by 5%
CHKS Data - Caring Adult	100% Per 22-23 PVDLA School Climate Survey	Maintain
Attendance Data	0% chronically absent last year Per Aeries Analytics for 22-23	Maintain

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

## Strategy/Activity

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

At PVDLA we will recognize students who are attending class and doing well academically on a given frequency (each grading period).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

300

Source(s)

Site Discretionary  
4000-4999: Books And Supplies

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Any student who is at risk for chronic absenteeism will be counseled, had parents contacted, and had the SARB process initiated should their school attendance rate drop below 90%.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Positive behavioral interventions will be implemented in order to foster positive student actions and an increased focus on educating students on positive decision making.

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

Staff continues to utilize the flexible nature of PVDLA's schedule to meet with families and students, including providing counseling and individualized instruction as needed.

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.

Staff will continue to work with families for attendance/engagement issues and determine if the family needs further support.

# 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
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Brett Egan	Principal
Amiee Megyei	Classroom Teacher
Paula Stapleton	Other School Staff
Lisa Briedis	
Arianna Guerrero	Secondary Student
Keaton Hance	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**

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 10/25/23.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for Brett Egan, and the bottom signature is for Paula Stapleton. Both signatures are fluid and cursive.

Principal, Brett Egan on 10/25/23
SSC Chairperson, Paula Stapleton on 10/25/23

