

School Year:

2024-25

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peninsula High School 2024-2025	41-69047-0135814	December 2024	January 2025

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

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

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

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

This plan is being used by Peninsula High School 2024-2025 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort

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 Peninsula High School 2024-2025 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort

The SSC is correctly constituted and was formed per 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. Before adopting this plan, the SSC sought and considered all recommendations from the following groups or committees: School Site Council, Monthly Guardian Evening Events, Coffee with the Principal, ELAC, DELAC, District Cabinet, and the School Board.

## Educational Partner Involvement

How, when, and with whom did Peninsula High School 2024-2025 consult as part of the planning process for this SPSA/Annual Review and Update?

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

School Site Council meets at least once a month, typically on Wednesday afternoons or evenings. We may meet more frequently in the fall to determine where to adjust the resources and funding we provide our students. It comprises teachers, classified staff, administration, students, parents/guardians, and occasionally community members. Seven elected members vote on items on the school budget Title 1 items. The parent/guardian representatives can be challenging to attend consistently. Still, they are allowed to vote and provide feedback before votes at either ELAC or Coffee with the Principal meetings that try to run a few days before each meeting. We share SSC items at coffee with the principal meetings and conduct phone interviews and surveys with families to receive feedback on school initiatives. We are capturing our meetings on Google Meets and recording them so parents can catch up. We also allow you to vote on items on Google Surveys when they can't be present at meetings. We consult Vanessa Aguayo, a multilingual learner specialist, on how to better utilize resources to support our English language learners population.

## 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.

We have been using apportioned monies provided by the county for CSI to better serve our identified populations needing additional support to achieve graduation and their diploma.

## 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.

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.

### **Other Needs**

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Peninsula High School 2024-2025. 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	21-22	22-23	23-24	24-25
American Indian	0 %	0 0%	%	%
Native American	1 0.58%	0 0%	1 0.54%	%
Asian	4 2.31%	9 5.42%	5 2.69%	%
Filipino	4 2.31%	3 1.81%	3 1.61%	%
Hispanic/Latino	131 75.72%	128 77.11%	152 81.72%	%
Pacific Islander	11 6.36%	8 4.82%	10 5.38%	%
White	11 6.36%	7 4.22%	8 4.30%	%
Multiple/No Response	11 6.36%	11 6.63%	7 3.76%	%
<b>Total Enrollment</b>	173	166	186	

### Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 10	2	2	1	
Grade 11	56	48	62	
Grade 12	115	116	123	
Total Enrollment	173	166	186	

Conclusions based on this data:

- 1.

# 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	21-22	22-23	23-24
English Learners	70 37.2%	87 40.5%	102 54.8%
Fluent English Proficient (FEP)	58 36.6%	40 33.5%	39 21.0%
Reclassified Fluent English Proficient (RFEP)	56 32.4%	38 22.9%	37 19.9%

State RFEP Rate

### Conclusions based on this data:

1. Though there is a decline in the amount of students, the percentages of EL, FEP and RFEP students represent higher numbers in student populations.
2. There needs to be an emphasis on supporting these groups of students through programs and funding but also professional development built around implementation of CM techniques being used to support student learning.
3. Working to provide all EL students access to community college classes during high school for greater transitions after high school.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	92	75	92	38	39	37	38	39	37	41.3	52.0	40.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2497.4	2429.9	2405.6	0.00	0.00	2.70	15.79	7.69	2.70	42.11	23.08	5.41	42.11	69.23	89.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2.63	0.00	2.70	52.63	41.03	24.32	44.74	58.97	72.97

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	0.00	0.00	2.70	51.35	25.64	10.81	48.65	74.36	86.49

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	5.26	2.56	2.70	78.95	53.85	56.76	15.79	43.59	40.54

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	2.63	5.13	2.70	71.05	51.28	35.14	26.32	43.59	62.16

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	92	76	92	45	42	38	45	41	38	48.9	55.3	41.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2434.4	2448.0	2398.2	0.00	0.00	0.00	0.00	0.00	0.00	11.11	12.20	7.89	88.89	87.80	92.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	0.00	0.00	0.00	13.33	7.32	10.53	86.67	92.68	89.47

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	0.00	2.44	0.00	40.00	68.29	42.11	60.00	29.27	57.89

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	0.00	0.00	0.00	57.78	56.10	52.63	42.22	43.90	47.37

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	1401.7	*	*	1352.3	*	*	1450.8	*	*	11	7	7
11	1466.7	1453.8	1447.8	1442.4	1428.9	1420.1	1490.6	1478.3	1474.9	38	38	36
12	1459.4	1446.6	1452.2	1436.3	1422.8	1424.8	1482.1	1469.8	1479.1	55	70	77
All Grades										104	115	120

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	0.00	*	*	9.09	*	*	0.00	*	*	90.91	*	*	11	*	*
11	5.26	2.63	2.78	5.26	7.89	11.11	26.32	26.32	16.67	63.16	63.16	69.44	38	38	36
12	1.82	1.47	1.33	10.91	7.35	4.00	14.55	13.24	18.67	72.73	77.94	76.00	55	68	75
All Grades	2.88	4.42	2.54	8.65	7.96	6.78	17.31	16.81	16.95	71.15	70.80	73.73	104	113	118

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	0.00	*	*	9.09	*	*	0.00	*	*	90.91	*	*	11	*	*
11	5.26	7.89	8.33	23.68	23.68	16.67	10.53	13.16	8.33	60.53	55.26	66.67	38	38	36
12	9.09	5.88	4.00	16.36	14.71	16.00	7.27	7.35	12.00	67.27	72.06	68.00	55	68	75
All Grades	6.73	9.73	5.93	18.27	16.81	16.10	7.69	9.73	10.17	67.31	63.72	67.80	104	113	118

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	0.00	*	*	0.00	*	*	9.09	*	*	90.91	*	*	11	*	*
11	2.63	0.00	0.00	5.26	5.26	0.00	21.05	18.42	16.67	71.05	76.32	83.33	38	38	36
12	0.00	0.00	0.00	10.91	2.94	1.33	10.91	11.76	16.00	78.18	85.29	82.67	55	68	75
All Grades	0.96	0.00	0.00	7.69	5.31	1.69	14.42	14.16	16.95	76.92	80.53	81.36	104	113	118

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	0.00	*	*	18.18	*	*	81.82	*	*	11	*	*
11	0.00	2.63	5.56	31.58	21.05	16.67	68.42	76.32	77.78	38	38	36
12	0.00	0.00	1.33	18.18	19.12	18.67	81.82	80.88	80.00	55	68	75
All Grades	0.00	2.65	3.39	23.08	20.35	19.49	76.92	76.99	77.12	104	113	118

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	9.09	*	*	0.00	*	*	90.91	*	*	11	*	*
11	26.32	36.84	27.78	21.05	7.89	8.33	52.63	55.26	63.89	38	38	36
12	26.42	24.24	20.27	22.64	9.09	17.57	50.94	66.67	62.16	53	66	74
All Grades	24.51	31.53	23.28	19.61	8.11	13.79	55.88	60.36	62.93	102	111	116

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	0.00	*	*	0.00	*	*	100.00	*	*	11	*	*
11	2.63	2.63	0.00	13.16	10.53	13.89	84.21	86.84	86.11	38	38	36
12	0.00	1.52	0.00	16.36	7.58	13.33	83.64	90.91	86.67	55	66	75
All Grades	0.96	3.60	0.85	13.46	9.01	14.41	85.58	87.39	84.75	104	111	118

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	0.00	*	*	9.09	*	*	90.91	*	*	11	*	*
11	5.41	0.00	0.00	29.73	37.84	30.56	64.86	62.16	69.44	37	37	36
12	5.45	0.00	0.00	23.64	22.06	22.67	70.91	77.94	77.33	55	68	75
All Grades	4.85	0.00	0.00	24.27	29.46	26.27	70.87	70.54	73.73	103	112	118

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Population

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

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

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
186	56.5%	54.8%	0.0%

Total Number of Students enrolled in Peninsula High School 2024-2025.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	102	54.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	105	56.5%
Students with Disabilities	21	11.3%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	1	0.5%
American Indian	0	0.0%
Asian	5	2.7%

**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Filipino</b>	3	1.6%
<b>Hispanic</b>	152	81.7%
<b>Two or More Races</b>	7	3.8%
<b>Pacific Islander</b>	10	5.4%
<b>White</b>	8	4.3%

**Conclusions based on this data:**

1. Student is overrepresented in English Language Learners and Latinx students compared to the rest of the district proportions at the comprehensive school sites. MTSS and other initiatives have been created at both PHS and the comprehensives schools to helps students graduate and excel beyond high school with better preparation and transitions to community college, trade school, work force or a combination.

# School and Student Performance Data

## Overall Performance

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Mathematics



Red

English Learner Progress



Red

College/Career



Red

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Red

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

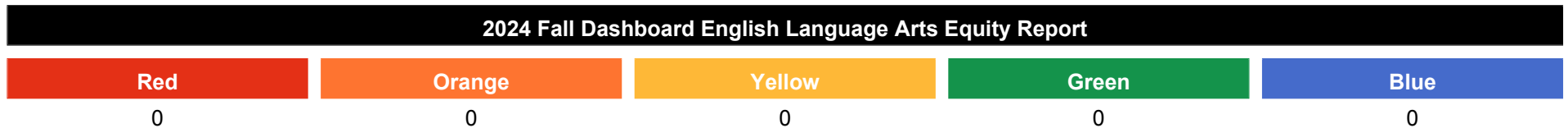
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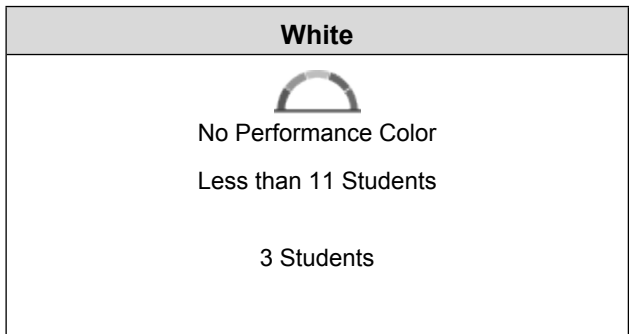
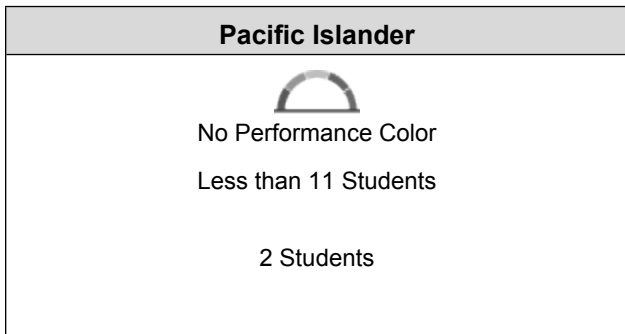
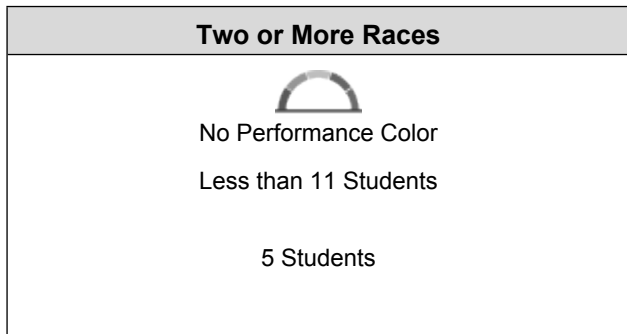
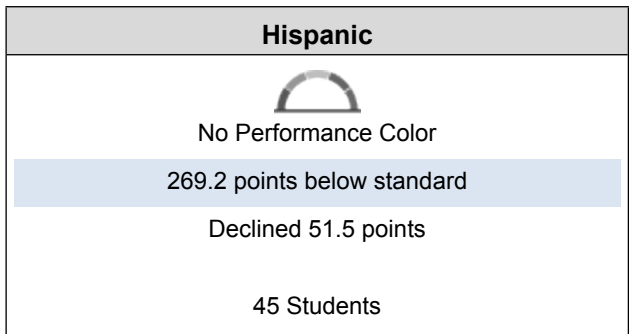
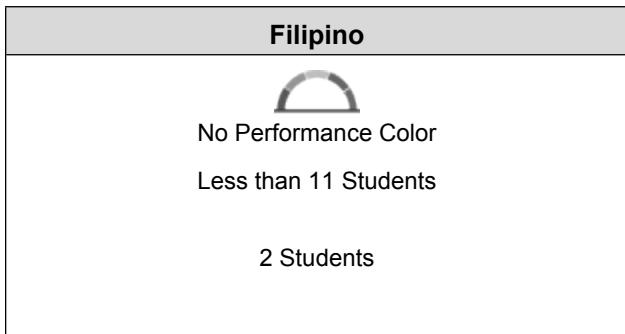
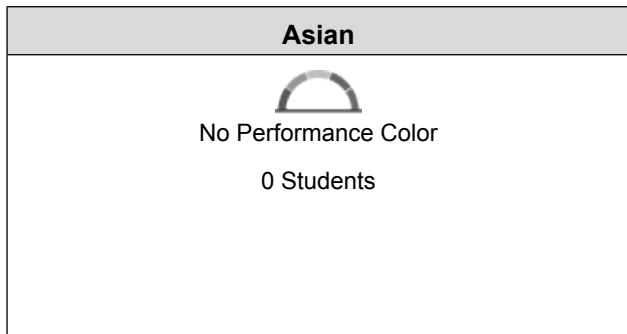
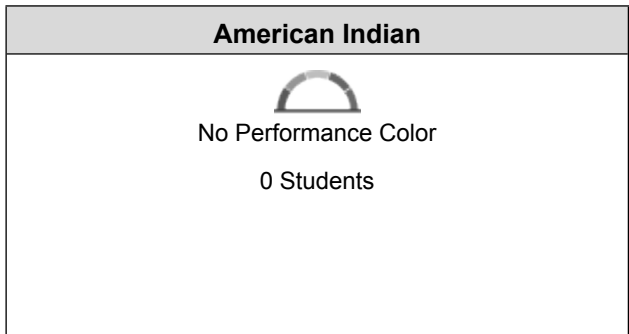
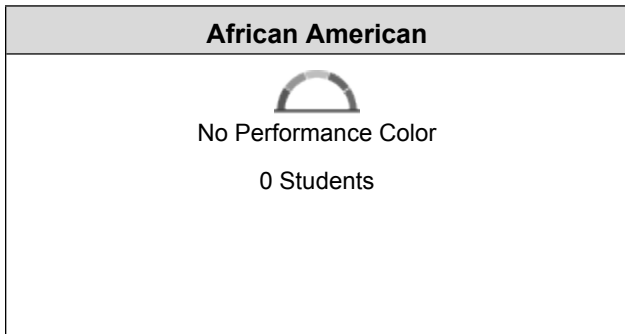
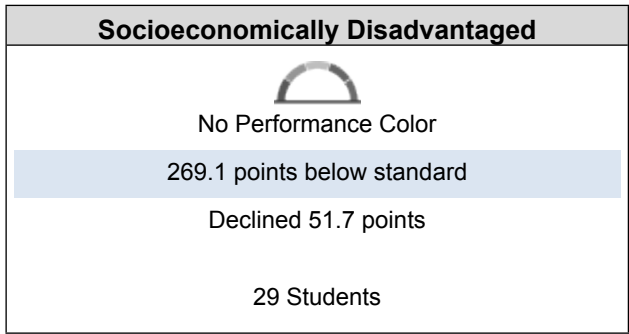
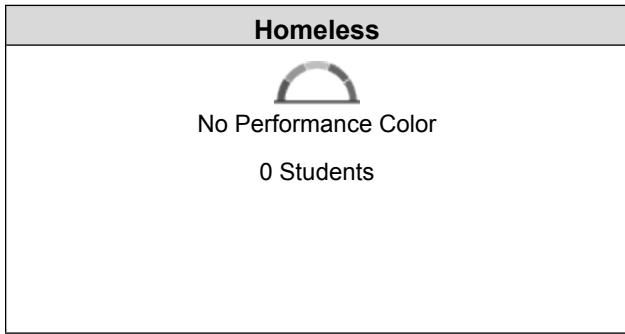
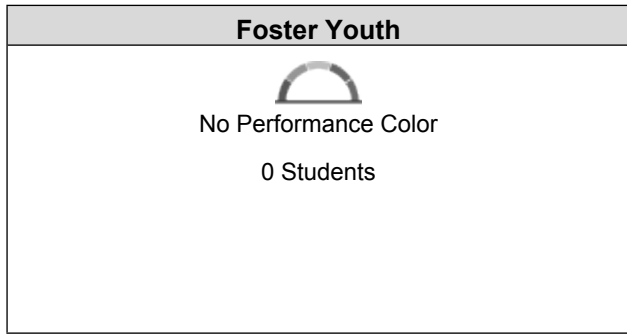


This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Red</p> <p>260.6 points below standard</p> <p>Declined 52.5 points</p> <p>57 Students</p>	<p>No Performance Color</p> <p>273.5 points below standard</p> <p>Declined 12.8 points</p> <p>27 Students</p>	<p>No Performance Color</p> <p>259.1 points below standard</p> <p>Declined 7.6 points</p> <p>16 Students</p>



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance Mathematics

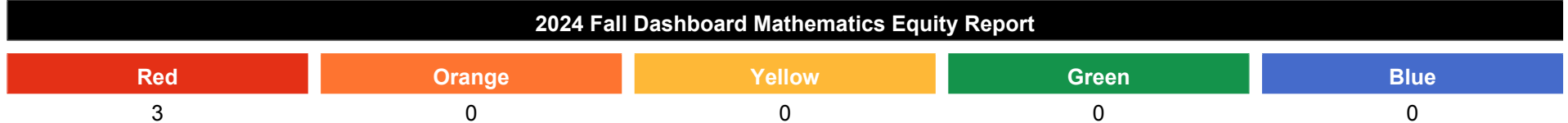
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.




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

### 2024 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
304.1 points below standard	325.2 points below standard	308.8 points below standard
Declined 38.0 points	Declined 22.3 points	Declined 49.8 points
75 Students	45 Students	16 Students

**Foster Youth**




No Performance Color  
0 Students

**Homeless**




No Performance Color  
Less than 11 Students  
1 Student

**Socioeconomically Disadvantaged**




Red  
304.3 points below standard  
Declined 21.3 points  
43 Students

**Students with Disabilities**




No Performance Color  
Less than 11 Students  
8 Students

**African American**




No Performance Color  
0 Students

**American Indian**




No Performance Color  
0 Students

**Asian**




No Performance Color  
0 Students

**Filipino**




No Performance Color  
Less than 11 Students  
2 Students

**Hispanic**




Red  
313.3 points below standard  
Declined 31.2 points  
63 Students

**Two or More Races**




No Performance Color  
Less than 11 Students  
5 Students

**Pacific Islander**



No Performance Color  
Less than 11 Students  
2 Students

**White**



No Performance Color  
Less than 11 Students  
3 Students

**Conclusions based on this data:**

**1.**

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 11.4% making progress. Number Students: 79 Students	<b>Long-Term English Learner Progress</b>  Red 24.2% making progress. Number Students: 33 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 13.9%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 55.7%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 11.4%

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career Report

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

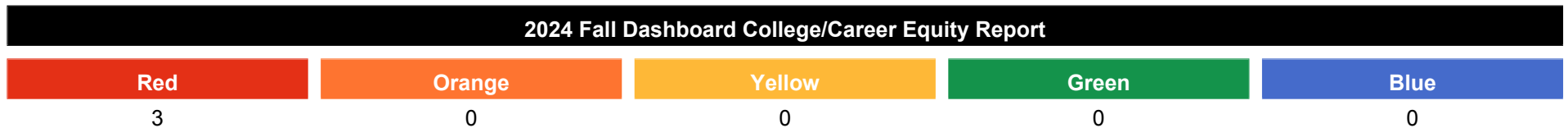
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

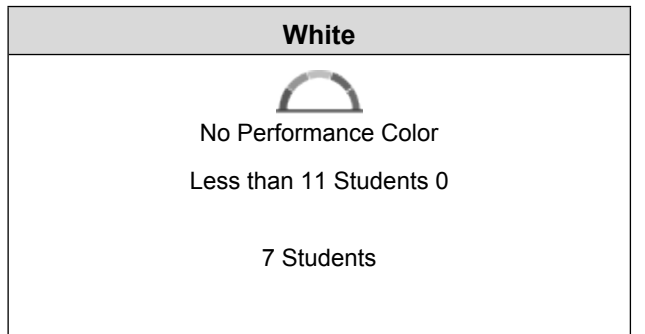
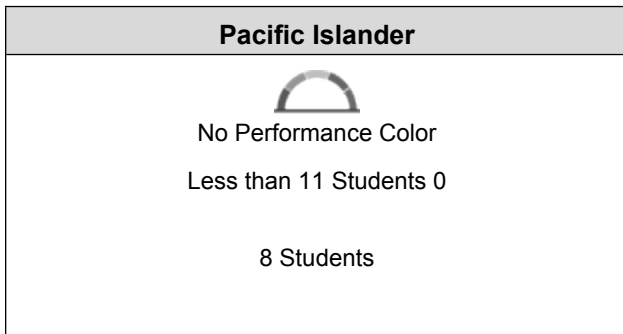
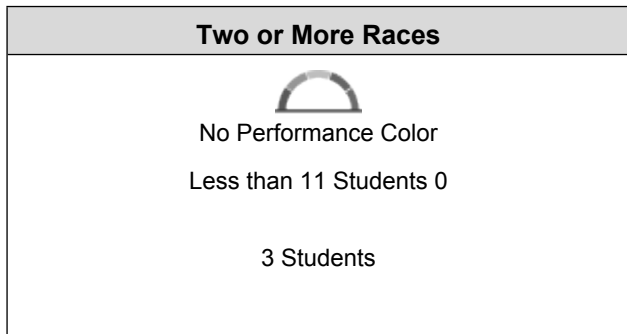
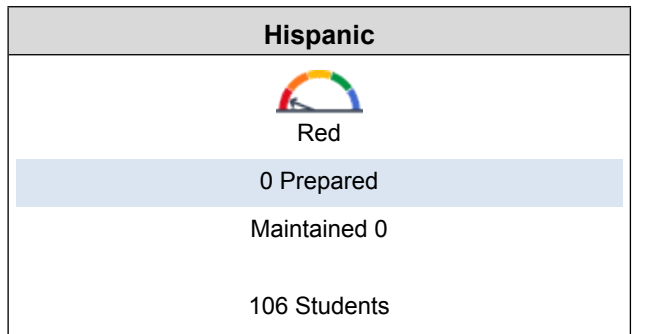
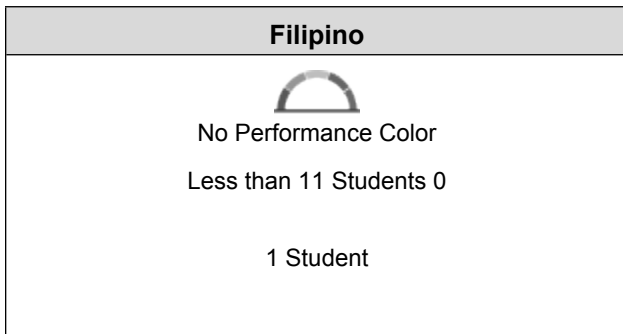
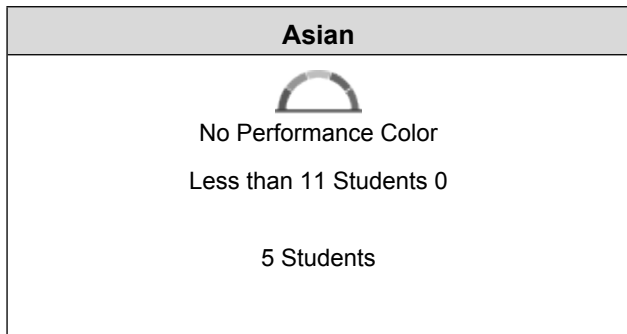
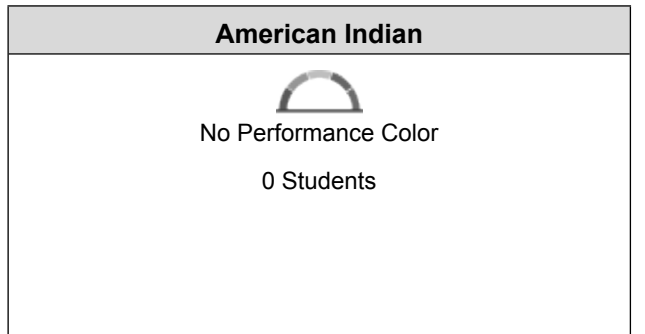
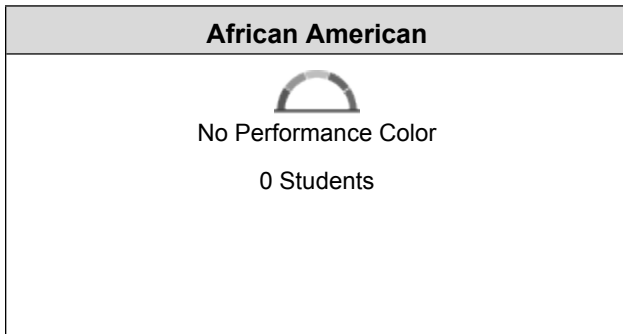
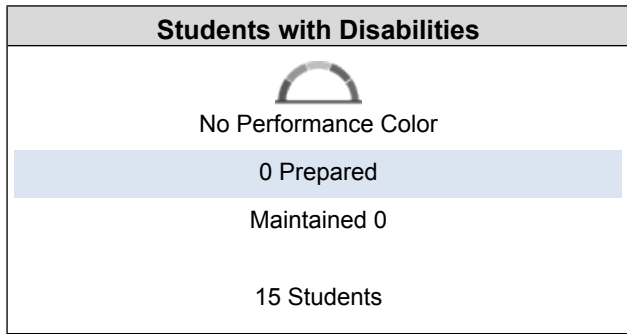
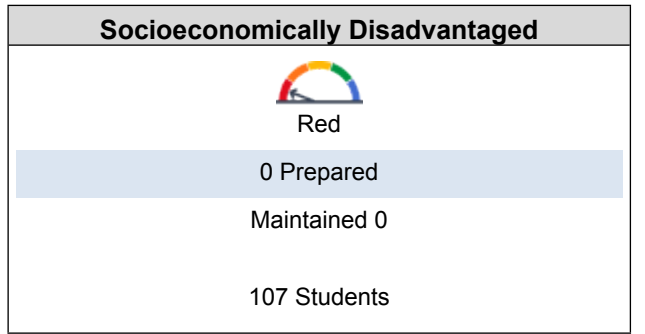
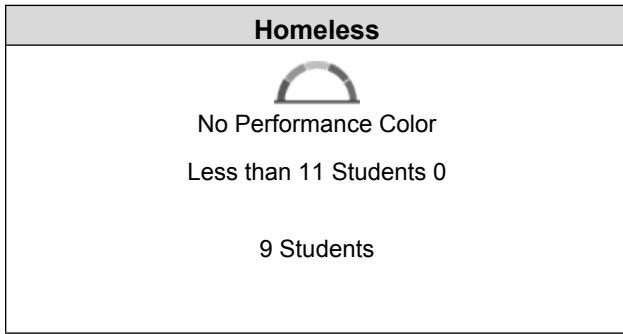
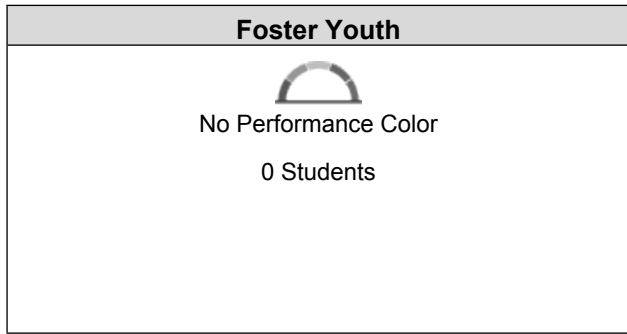


This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Red</p>	<p>Red</p>	<p>No Performance Color</p>
0 Prepared	0 Prepared	0 Prepared
Maintained 0	Maintained 0	Maintained 0
130 Students	87 Students	33 Students



**Conclusions based on this data:**

1. There is a need to help more students access and transition to community college classes.
2. There is a need for continued diversity of instruction and opportunities for students to demonstrate mastery of skills in multiple ways within their work experience classes.

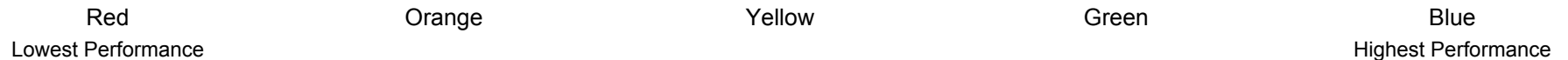
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 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.



# School and Student Performance Data

## Academic Engagement Graduation Rate

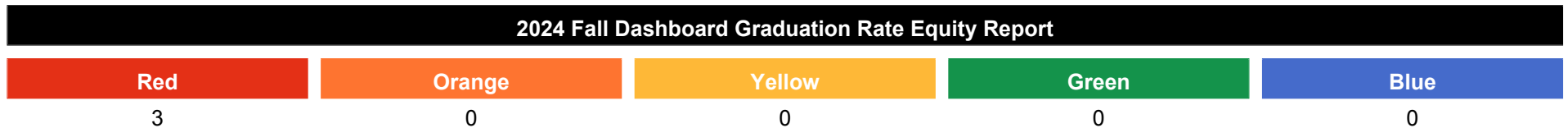
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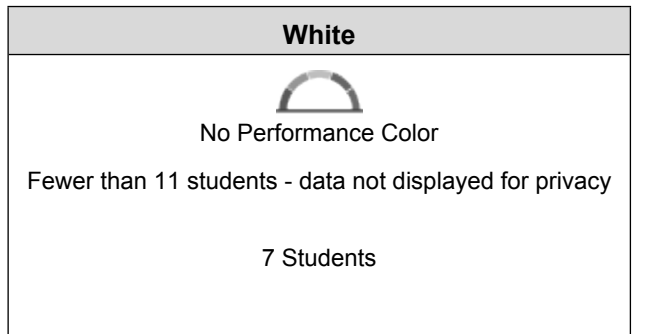
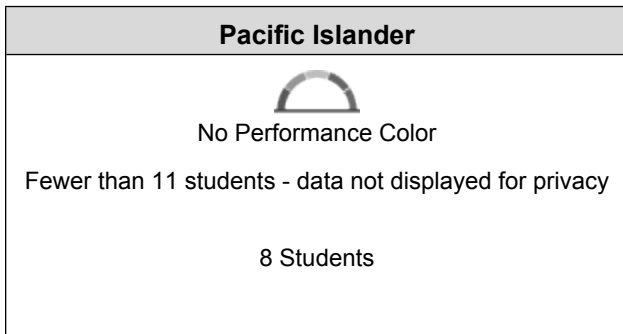
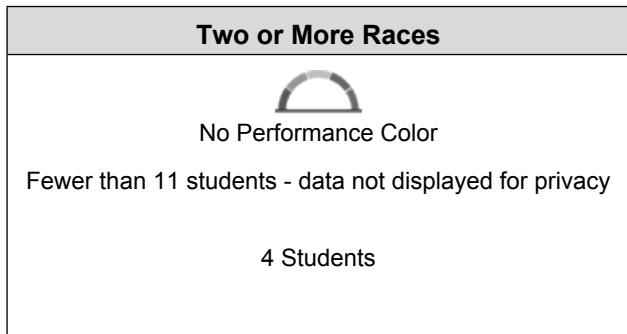
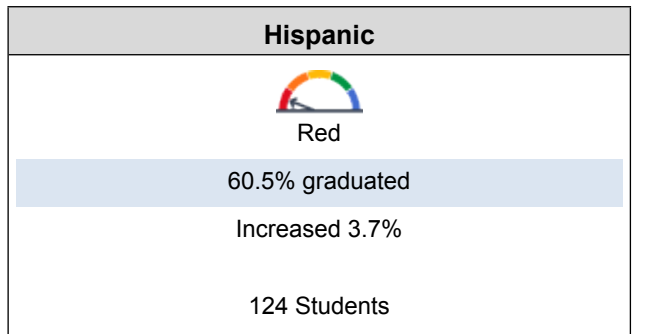
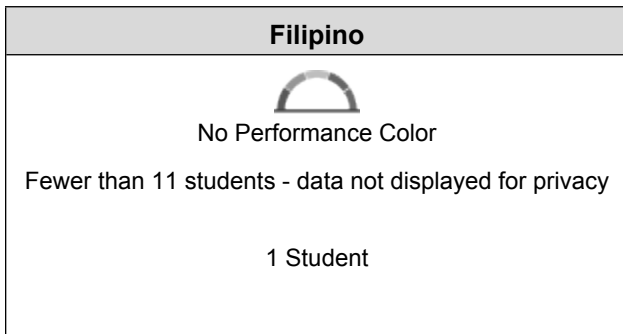
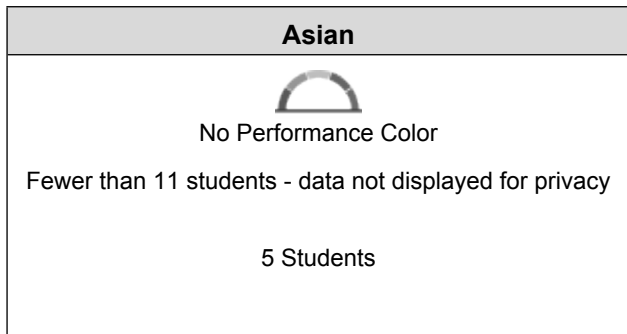
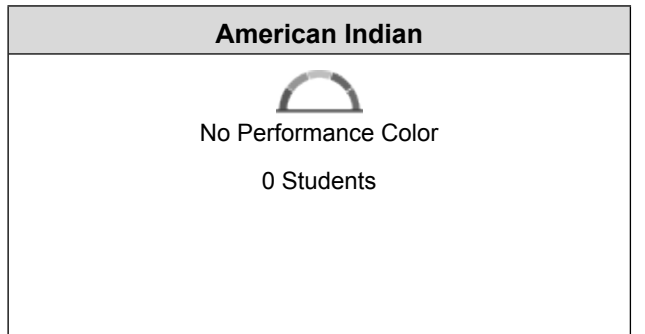
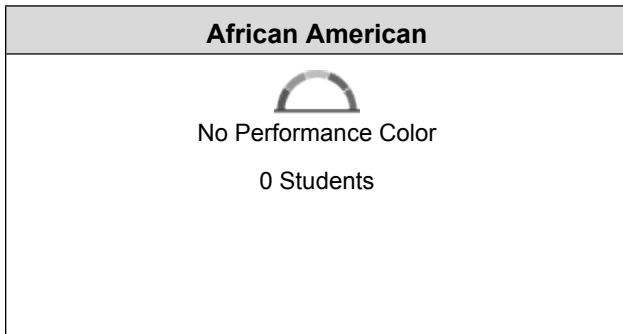
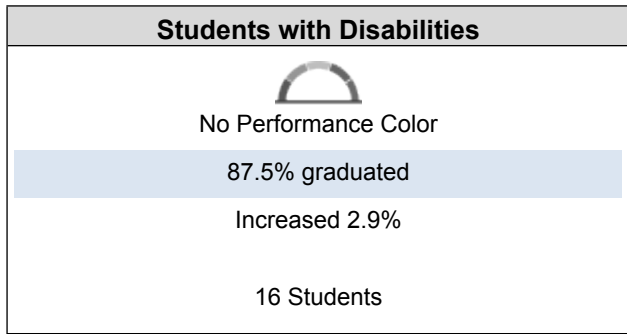
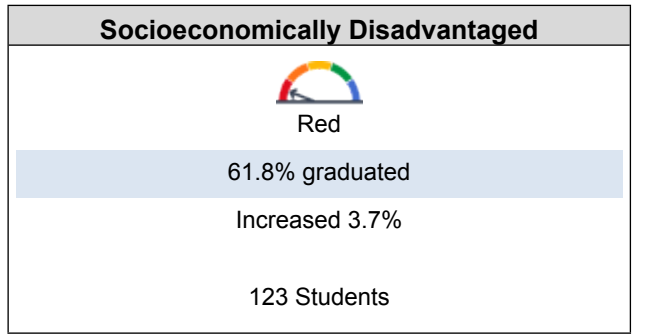
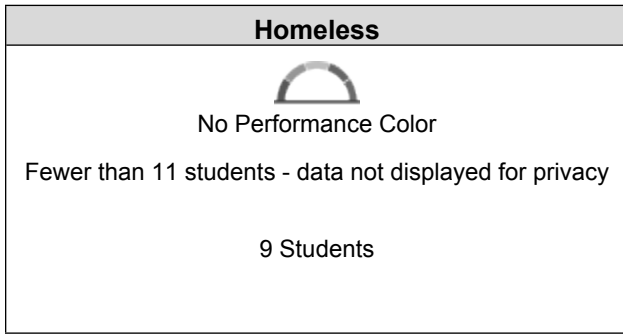
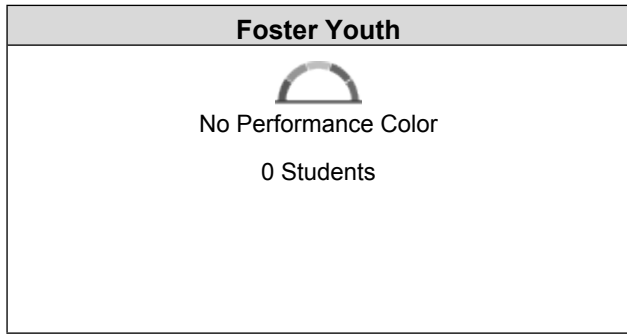


This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Red</p>	<p>Red</p>	<p>No Performance Color</p>
64.4% graduated	54.8% graduated	78.8% graduated
Increased 3.7%	Increased 5.3%	Declined 10.1%
149 Students	104 Students	33 Students



**Conclusions based on this data:**

1. Graduation Rates lowered when service to more ELD 1 students provided. However, proper supports and service are helping more of these students graduate and transition to post-high school programs. Graduation rates are going up again due to their success in the Bridge program under Peninsula High School.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

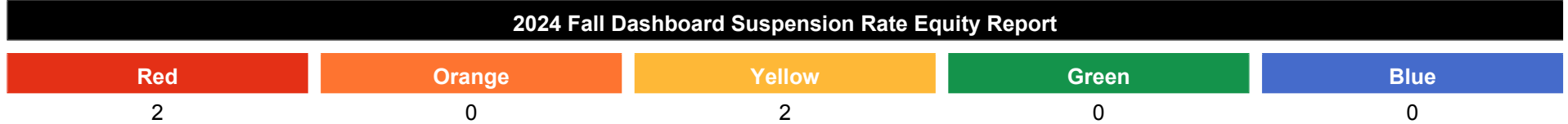
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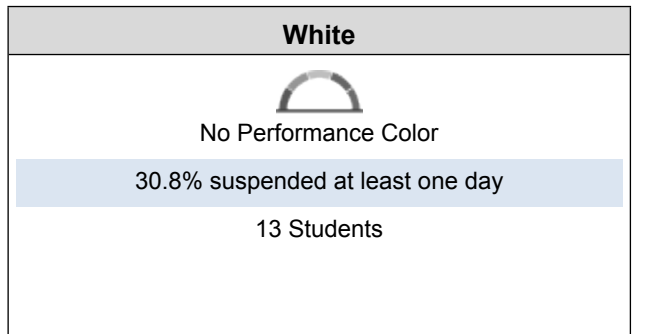
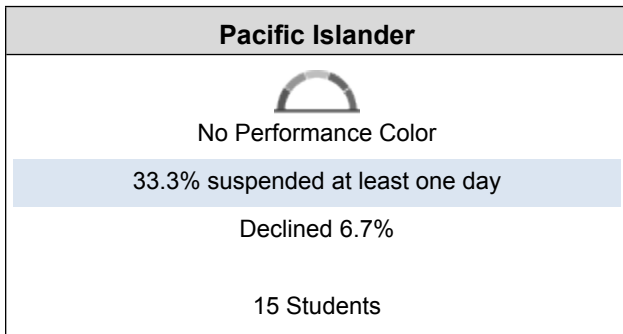
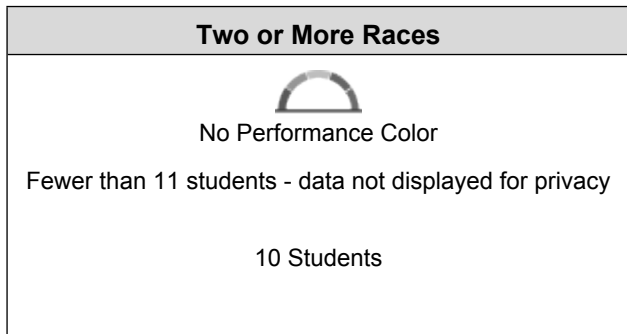
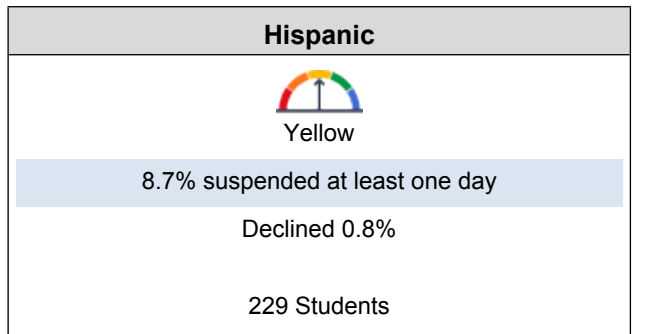
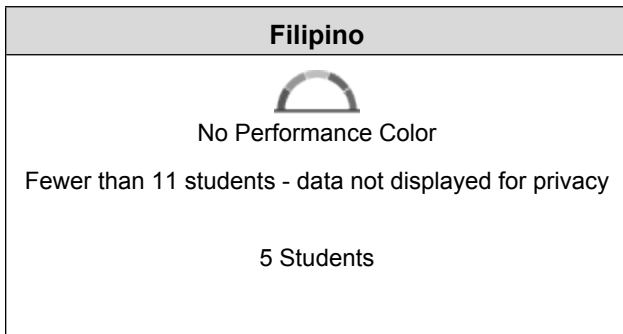
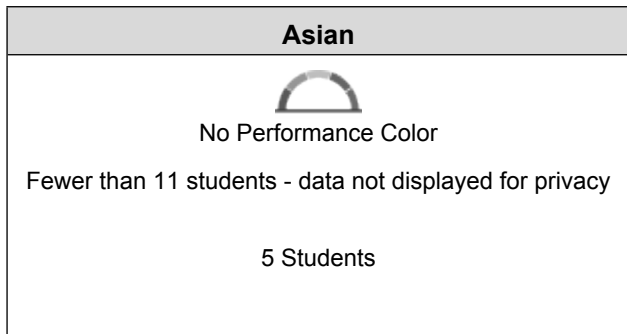
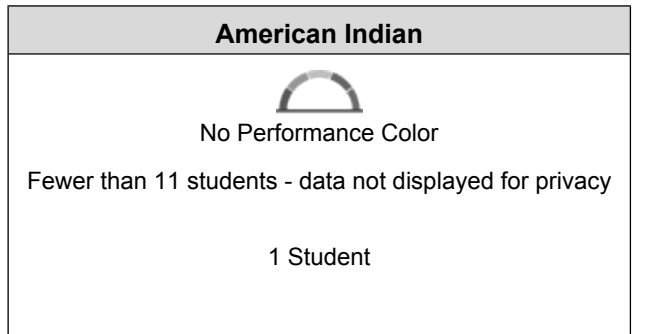
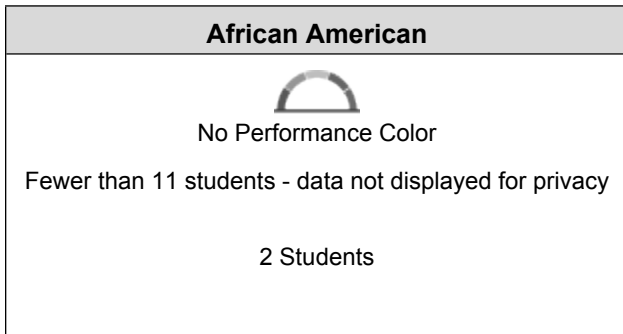
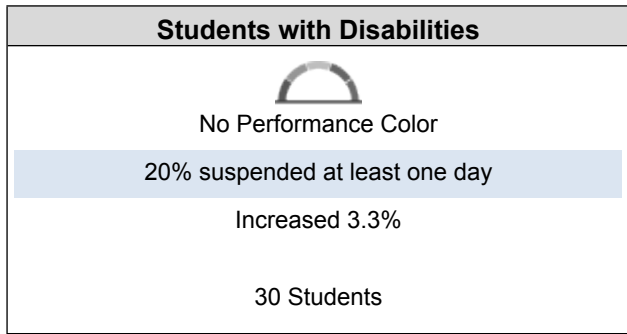
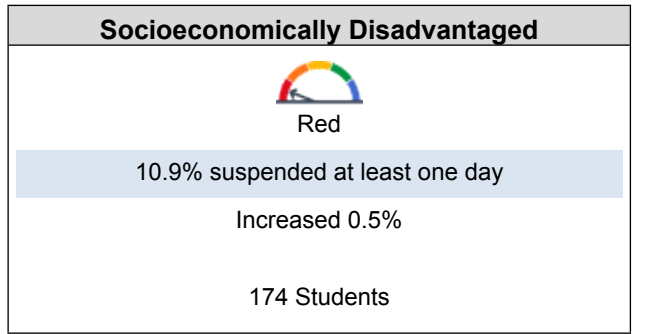
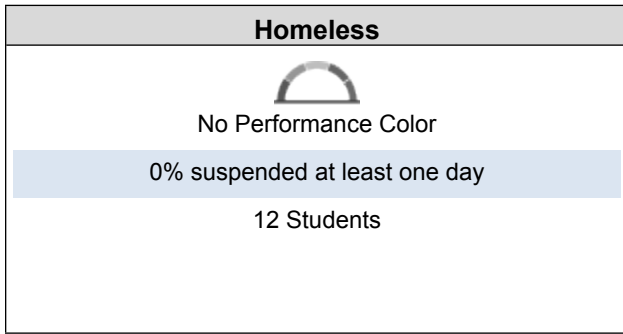
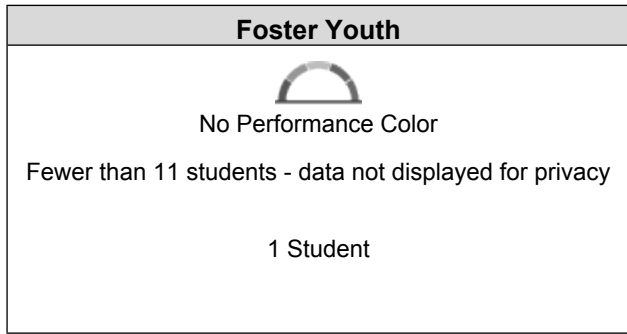


This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Red</p> <p>12.1% suspended at least one day</p> <p>Increased 0.7%</p> <p>280 Students</p>	<p>Yellow</p> <p>7.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>162 Students</p>	<p>Red</p> <p>21.2% suspended at least one day</p> <p>Increased 3.8%</p> <p>52 Students</p>



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Longitudinal Metrics: State and Local

### Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
Peninsula (Continuation) High	186	186	166	166	173	173	172	172
African American	1	0.50%	0	0.00%	1	0.60%	0	0.00%
American Indian or Alaska Native	0	0.00%	0	0.00%	0	0.00%	1	0.60%
Asian	5	2.70%	9	5.40%	4	2.30%	4	2.30%
Filipino	3	1.60%	3	1.80%	4	2.30%	3	1.70%
Hispanic or Latino	152	81.70%	128	77.10%	131	75.70%	129	75.00%
Pacific Islander	10	5.40%	8	4.80%	11	6.40%	9	5.20%
White	8	4.30%	7	4.20%	11	6.40%	14	8.10%
Two or More Races	7	3.80%	11	6.60%	11	6.40%	12	7.00%
Multilingual Learners	102	54.80%	87	52.40%	70	40.50%	64	64
Foster Youth	0	0.00%	0	0.00%	1	0.60%	1	1
Homeless	0	0.00%	0	0.00%	1	0.60%	1	1
<b>Socioeconomically Disadvantaged</b>	105	56.50%	110	66.30%	122	70.50%	113	113
<b>Students with IEPs</b>	21	11.30%	16	9.60%	21	12.10%	12	12

**Dashboard Combined 4&5 Year Graduation Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	* *	* *	* *
<b>Filipino</b>	* *	* *	* *
<b>Latino</b>	124 60.50%	118 56.80%	109 53.20%
<b>Pacific Islander</b>	* *	* *	* *
<b>White</b>	* *	* *	15 *
<b>Two or More Races</b>	* *	* *	* *
<b>Multilingual Learner</b>	104 54.80%	95 49.50%	75 34.70%
<b>Multilingual Learner Long Term</b>	33 78.80%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	123 61.80%	117 58.10%	121 60.30%
<b>Students with IEPs</b>	16 87.50%	13 84.60%	16 93.80%
<b>All Students</b>	149 64.40%	145 60.70%	143 62.20%

**College/Career Indicator (CCI)**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	not reported not reported
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	*	* *	not reported not reported
<b>Filipino</b>	*	* *	not reported not reported
<b>Latino</b>	(0 / 106) 0.00%	(0 / 110) 0.00%	not reported not reported
<b>Pacific Islander</b>	*	* *	not reported not reported
<b>White</b>	*	* *	not reported not reported
<b>Two or More Races</b>	*	* *	not reported not reported
<b>Multilingual Learner</b>	(0 / 87) 0.00%	(0 / 87) 0.00%	not reported not reported
<b>Homeless</b>	*	* *	not reported not reported
<b>Socioeconomically Disadvantaged</b>	(0 / 107) 0.00%	(0 / 110) 0.00%	not reported not reported
<b>Students with IEPs</b>	(0 / 15) 0.00%	(0 / 13) 0.00%	not reported not reported
<b>All Students</b>	(0 / 130) 0.00%	(0 / 137) 0.00%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 10.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 2.0 p.pts to 10.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 p.pts to 9.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0 p.pts or more)</i>
<b>VERY HIGH</b> <i>65.0% or greater in Current Year</i>	Yellow  (None)	Green  (None)	Blue  (None)	Blue  (None)	Blue  (None)
<b>HIGH</b> <i>55.0% to 64.9% in Current Year</i>	Orange  (None)	Yellow  (None)	Green  (None)	Green  (None)	Blue  (None)
<b>MEDIUM</b> <i>45.0% to less than 54.9% in Current Year</i>	Orange  (None)	Orange  (None)	Yellow  (None)	Green  (None)	Green  (None)
<b>LOW</b> <i>35.0% to 44.9% in Current Year</i>	Red  (None)	Orange  (None)	Orange  (None)	Yellow  (None)	Yellow  (None)
<b>VERY LOW</b> <i>34.9% or less in Current Year</i>	Red  (None)	Red  (None)	Red  <ul style="list-style-type: none"> <li>• English Learners</li> <li>• Long-Term English Learners</li> </ul>	Orange  (None)	Yellow  (None)

**UC/CSU Eligibility**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	* *	* *	* *
<b>Filipino</b>	* *	* *	* *
<b>Latino</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 52) 0.00%
<b>Pacific Islander</b>	* *	* *	* *
<b>White</b>	* *	* *	(0 / 14) 0.00%
<b>Two or More Races</b>	* *	* *	* *
<b>Multilingual Learner</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 22) 0.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 67) 0.00%
<b>Students with IEPs</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 12) 0.00%
<b>All Students</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 81) 0.00%

**Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	1 0.00%	* *	1 0.00%
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	3 0.00%	5 20.00%	1 0.00%
<b>Filipino</b>	1 0.00%	2 0.00%	3 0.00%
<b>Latino</b>	74 0.00%	67 0.00%	62 1.61%
<b>Pacific Islander</b>	8 0.00%	4 0.00%	6 0.00%
<b>White</b>	5 0.00%	4 0.00%	15 0.00%
<b>Two or More Races</b>	4 0.00%	7 0.00%	6 0.00%
<b>Multilingual Learner</b>	49 0.00%	38 0.00%	27 0.00%
<b>Multilingual Learner Long Term</b>	18 0.0%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	19 36.84%	33 0.00%	43 2.33%
<b>Students with IEPs</b>	14 28.57%	11 9.09%	15 0.00%
<b>All Students</b>	96 0.00%	89 1.12%	94 1.06%

**10th Graders On-Track for Graduation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	* *	* *	* *
<b>Filipino</b>	* *	* *	* *
<b>Latino</b>	(1/18) 5.56%	* *	(3/16) 18.75%
<b>Pacific Islander</b>	* *	* *	* *
<b>White</b>	* *	* *	* *
<b>Two or More Races</b>	* *	* *	* *
<b>Multilingual Learner</b>	(1/9) 11.11%	* *	(2/14) 14.29%
<b>Multilingual Learner Long Term</b>	* *		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(/16) 0.00%	* *	(2/13) 15.38%
<b>Students with IEPs</b>	* *	* *	(/1) 0.00%
<b>All Students</b>	(1/24) 4.17%	* *	(3/19) 15.79%



**Post-Secondary Enrollment Immediately after HS Graduation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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**Post-Secondary Enrollment Two Years after HS Graduation (Persistence)**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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**CAASPP English Language Arts - Participation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	(4/2) 50%	* *	(2/4) 50%
<b>Filipino</b>	(1/2) 50%	(1/0) 0%	(1/2) 50%
<b>Latino</b>	(26/55) 47%	(40/26) 65%	(29/48) 60%
<b>Pacific Islander</b>	(3/5) 60%	(5/5) 100%	(2/4) 50%
<b>White</b>	(4/4) 100%	(3/3) 100%	(1/3) 33%
<b>Two or More Races</b>	(3/5) 60%	(3/2) 67%	(3/6) 50%
<b>Multilingual Learner</b>	(15/32) 47%		(15/27) 56%
<b>Multilingual Learner Long Term</b>	(10/18) 56%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	(1/1) 100%
<b>Socioeconomically Disadvantaged</b>	(19/37) 51%		(26/46) 57%
<b>Students with IEPs</b>	(3/9) 33%		(4/6) 67%
<b>All Students</b>	(37/71) 52%	(56/38) 68%	(38/67) 57%

**CAASPP English Language Arts - Pass Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Native American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Asian</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Filipino</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Latino</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Pacific Islander</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>White</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Two or More Races</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Multilingual Learner</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>Students with IEPs</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>All Students</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%

**CAASPP Mathematics - Participation**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>		(3/4) 75%	(3/4) 75%
<b>Filipino</b>	(1/2) 50%	(1/1) 100%	(1/2) 50%
<b>Latino</b>	(27/74) 36%	(27/59) 46%	(33/70) 47%
<b>Pacific Islander</b>	(3/5) 60%	(6/6) 100%	(3/4) 75%
<b>White</b>	(4/4) 100%	(3/3) 100%	(1/3) 33%
<b>Two or More Races</b>	(3/5) 60%	(2/3) 67%	(4/6) 67%
<b>Multilingual Learner</b>	(15/51) 29%	(18/50) 36%	(16/49) 33%
<b>Multilingual Learner Long Term</b>	(10/18) 56%		
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	(1/1) 100%
<b>Socioeconomically Disadvantaged</b>	(20/51) 39%	(25/55) 45%	(32/63) 51%
<b>Students with IEPs</b>	(4/9) 44%	(3/5) 60%	(4/6) 67%
<b>All Students</b>	(38/90) 42%	(42/76) 55%	(45/89) 51%

**CAASPP Mathematics - Pass Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Native American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Asian</b>	(0 / 0) 0.00%	(0 / 3) 0.00%	(0 / 3) 0.00%
<b>Filipino</b>	(0 / 1) 0.00%	(0 / 1) 0.00%	(0 / 1) 0.00%
<b>Latino</b>	(0 / 27) 0.00%	(0 / 26) 0.00%	(0 / 33) 0.00%
<b>Pacific Islander</b>	(0 / 3) 0.00%	(0 / 6) 0.00%	(0 / 3) 0.00%
<b>White</b>	(0 / 4) 0.00%	(0 / 3) 0.00%	(0 / 1) 0.00%
<b>Two or More Races</b>	(0 / 3) 0.00%	(0 / 2) 0.00%	(0 / 4) 0.00%
<b>Multilingual Learner</b>	(0 / 10) 0.00%	(0 / 14) 0.00%	(0 / 9) 0.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>Students with IEPs</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>All Students</b>	(0 / 38) 0.00%	(0 / 41) 0.00%	(0 / 45) 0.00%

**CAASPP Science (CAST) - Pass Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>African American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Native American</b>	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
<b>Asian</b>	(0 / 1) 0.00%	(0 / 1) 0.00%	(0 / 1) 0.00%
<b>Filipino</b>	(0 / 0) 0.00%	(0 / 1) 0.00%	(0 / 0) 0.00%
<b>Latino</b>	(0 / 22) 0.00%	(1 / 34) 2.00%	(0 / 17) 0.00%
<b>Pacific Islander</b>	(0 / 6) 0.00%	(0 / 1) 0.00%	(0 / 3) 0.00%
<b>White</b>	(0 / 1) 0.00%	(1 / 2) 50.00%	(1 / 7) 14.00%
<b>Two or More Races</b>	(0 / 2) 0.00%	(0 / 4) 0.00%	(0 / 3) 0.00%
<b>Multilingual Learner</b>	(0 / 12) 0.00%	(0 / 10) 0.00%	(0 / 4) 0.00%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>Students with IEPs</b>	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
<b>All Students</b>	(0 / 32) 0.00%	(2 / 43) 4.00%	(1 / 31) 3.00%

**Local Assessment - MAP/NWEA - Pass Rate**

<b>Student Group</b>	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>ML Long Term</b>				

**English Learner Progress Indicator (ELPI)**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>
<b>Multilingual Learner</b>	(9/79) 11.40%	(9/80) 11.30%
<b>Long Term ML</b>	(8/33) 24.20%	* *

**Reclassification (RFEP) Rate**

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>All Students</b>	(6/163) 3.7%	(6/145) 4.1%	(4/134) 3.0%

*Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)*

### Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	* *	* *	* *
<b>Filipino</b>	* *	* *	* *
<b>Latino</b>	(128 / 219) 58.40%	(126 / 193) 65.30%	(125 / 198) 63.10%
<b>Pacific Islander</b>	(10 / 15) 66.70%	(9 / 14) 64.30%	(9 / 12) 75.00%
<b>White</b>	(6 / 12) 50.00%	* *	(16 / 19) 84.20%
<b>Two or More Races</b>	* *	(10 / 13) 76.90%	(10 / 13) 76.90%
<b>Multilingual Learner</b>	(84 / 154) 54.50%	(83 / 135) 61.50%	(67 / 127) 52.80%
<b>Foster Youth</b>	* *		* *
<b>Homeless</b>	* *	* *	* *
<b>Socioeconomically Disadvantaged</b>	(104 / 168) 61.90%	(113 / 169) 66.90%	(126 / 186) 67.70%
<b>Students with IEPs</b>	(23 / 28) 82.10%	(19 / 24) 79.20%	(19 / 24) 79.20%
<b>All Students</b>	(162 / 267) 60.70%	(164 / 244) 67.20%	(169 / 254) 66.50%

## Suspension

Student Group	2023-24	2022-23	2021-22
<b>African American</b>	* *	* *	* *
<b>Native American</b>	* *	* *	* *
<b>Asian</b>	* *	* *	* *
<b>Filipino</b>	* *	* *	* *
<b>Latino</b>	(20 / 229) 8.73%	(20 / 210) 9.52%	(25 / 211) 11.85%
<b>Pacific Islander</b>	(5 / 15) 33.33%	(6 / 15) 40.00%	(7 / 16) 43.75%
<b>White</b>	(4 / 13) 30.77%	* *	(2 / 20) 10.00%
<b>Two or More Races</b>	* *	(1 / 13) 7.69%	(7 / 16) 43.75%
<b>Multilingual Learner</b>	(12 / 162) 7.41%	(12 / 150) 8.00%	(10 / 137) 7.30%
<b>Foster Youth</b>	* *	* *	* *
<b>Homeless</b>	(0 / 12) 0.00%	* *	* *
<b>Socioeconomically Disadvantaged</b>	(19 / 174) 10.92%	(19 / 182) 10.44%	(29 / 199) 14.57%
<b>Students with IEPs</b>	(6 / 30) 20.00%	(5 / 24) 20.83%	(9 / 24) 37.50%
<b>All Students</b>	(34 / 280) 12.14%	(31 / 262) 11.83%	(42 / 276) 15.22%

## Expulsion

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>Latino</b>		(1 / 210)	(2 / 211)
<b>Pacific Islander</b>			(1 / 16)
<b>Multilingual Learner</b>		(1 / 150)	(1 / 137)
<b>Socioeconomically Disadvantaged</b>		(1 / 182)	(2 / 199)
<b>Students with IEPs</b>			(1 / 24)
<b>All Students</b>		(1 / 262)	(3 / 276)

**Certificated Staff Demographics**

<b>Student Group</b>	<b>2024-25</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
<b>ML Long Term</b>				

**Panorama Survey - Feeling Safe (Hate Speech Response) Question**

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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**Panorama Survey - Family Engagement Question**

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

<b>Student Group</b>	<b>2023-24</b>	<b>2022-23</b>	<b>2021-22</b>
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# 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.

#### Achievement & Equity

Goal #1: Authentic Relationships: Strong, positive, proactive relationships are critical to student success, engagement, and success. We believe that relationships and communication between students, families, staff, teachers, and administrators are the foundation of a strong school and district culture.

Outcomes:

Increase staff diversity such that it reflects the diversity of the communities we serve  
 Ensure every student has at least one strong relationship with an adult on campus.  
 Ensure that there are multiple opportunities for family engagement and effective communication.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP/ SMUHSD Goal # 1:

Authentic Relationships: Strong, positive, and proactive relationships are critical to student success, engagement, and success. We believe that relationships and communication between students, families, staff, teachers, and administrators are the foundation of a strong school and district culture.

### Major Student 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.

Students who attend Peninsula High School (PHS) are initially displaced from their comprehensive site and come from diverse communities and backgrounds. To address these needs of our students, PHS aims to provide culturally responsive experiences throughout the school, with social-emotional learning in each classroom.

### 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
Graduation Rate	Student Advisory Committee and Student Surveys	
Drop out rate		
Post Secondary College and Career Plan		

ELPAC Scores		
Enrollment in Academic Support Classes		
MI/RI Test Results		
CAASSP Data		
Passing Rate on online credit recovery programs (Edgenuity)		

## 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	SEL/Intervention Blocks, Work Experience Culminating Task. Support students who are credit deficient, need academic support classes in combination of behavioral/social emotional support.	Title 1 students		Teachers and admin	500 Title I 4000-4999: Books And Supplies Supplies, curriculum and services for 4th Period intervention blocks that aim to support students' social, reading, literacy, and math skills. 500 Title I 0000: Unrestricted Students will engage in a Work Experience Culminating Task to employ strategies and skills learned throughout the year.  Unrestricted None Specified	
1.2	Title I Coordinator	Title I Students		Title I Coordinator and administration	2000 Title I 5800: Professional/Consulting Services And Operating Expenditures	

					Monitor the implementation of the SPSA and lead School Site Council Meetings	
1.3	Peer to Peer Coaching Support/Student Observation	All Students		Instructional Coaches, Administration, Teachers	415 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Release period for teachers to bring a teacher to observe another classroom/site of a highly qualified teacher in their core content working with sets of our student population. 85 Unrestricted None Specified	
1.4	CTE Program, Supplies, and Services	All Students		Administration, CTE Teacher	6000 LCAP Supplemental 4000-4999: Books And Supplies CTE Supplies that support current programs at PHS	
1.5	Full-time College and Career Coordinator. Provide Career Readiness guidance and supports and materials for school supplies and access to college and career success for first generation English Language Learner college students.	Title 1 Students			55000 Title I 0000: Unrestricted Counseling and Supplies for jobs, apps, materials for building careers, computers	
1.6	Social Emotional Learning (SEL) training provided to all staff to implement in their Guided studies classes and potentially in classroom curriculum	All students to address need of School Improvement			5000 Comprehensive School Improvement 5000-5999: Services And Other Operating Expenditures Training with classroom materials and powerpoints to provide SEL instruction and Equity/Social Justice	

					Curriculum and Pedagogical strategies/trainings	
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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.

# 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.

**Access**  
 Goal #2: Strengthen school, family, and community engagement to support social-emotional growth.

Outcomes:

- Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families can engage in a diversity of roles with their respective schools
- Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our schools
- Create school communities (both virtual and in-person) that are culturally responsive and inclusive and foster a culture of upstanding

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP/SMUHSD Goal #2 Safe & Connected Communities:

As a district, we are dedicated to creating a welcoming, culturally responsive, and supportive culture and community in our schools. Effective learning environments are created when students, staff, and families are emotionally, physically, and socially safe.

### Major Student 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.

Students at Peninsula High School (PHS) need rigorous and consistent programs that support their needs academically, socially, physically, and behaviorally. Students at PHS are historically challenged in multiple areas and need a variety of supports and resources outside of the academic class setting to be engaged and successful overall.

### 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
Entrance/Exit Surveys	MTSS/Aeries Interventions Data	
MI/RI Testing Results		
CTE Internship/Work Experience Rates		

D/F Rates		
Attendance Rates		
Disciplinary Records		

## 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Full-time Family Engagement Coordinator	All Students		Administration, Teachers & Counseling	60,000 LCAP Supplemental 2000-2999: Classified Personnel Salaries Family Engagement Coordinator/Family Support Groups and Community Events 6,000 LCAP Supplemental 3000-3999: Employee Benefits	
2.2	Health/Wellness & Drug/Alcohol Counseling	All Students		Administration & Counseling	10,000 Title I 5000-5999: Services And Other Operating Expenditures TUPE, SUP, ATS Counselor 25,000 Comprehensive School Improvement 5000-5999: Services And Other Operating Expenditures TUPE, SUP, ATS Counselor	
2.3	EL Specialist -Part time position	Title 1 Students		Administration, Counselors	30,000 Title I 2000-2999: Classified Personnel Salaries EL Specialist 3715	

					Title I 3000-3999: Employee Benefits	
2.4	Student Recognitions for Academic Achievement	Title 1 Students		Administration, Counselors	500 Title I 0000: Unrestricted Awards, Gift Cards, Plaques 6,000 Comprehensive School Improvement 0000: Unrestricted Incentive Program: Awards program for grades, attendance, and academic achievement.	
2.5	Instructional Aide (30 Hours)	ALL Special Education and English Language Learner Students			55,000 District Funded None Specified Instructional Support to general education teachers throughout the school day to Special Education, 504 and English Language Learners Students 55,000 Comprehensive School Improvement 2000-2999: Classified Personnel Salaries Second Instructional Support to general education teachers throughout the school day to Special Education, 504 and English Language Learners Students to handle the caseload and needs of students working with general education teacher.	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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.

# 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 Wellness and Student/Family Engagement**

Goal #3: Preparing all students to be self-directed and persistent learners through a culturally responsive curriculum.

Outcomes:

- Ensure learning experiences for all students aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.
- Improve students' access to coursework aligned with their interests and post-secondary career and academic goals

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP/SMUHSD Goal # 3: Engaging, Rigorous, & Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous, and engaging. Students have tiered support based on their specific needs to ensure that they can meet their potential and individual career and college goals.

**Wellness**

The SMUSD will continue to enhance and improve the social-emotional health of its students by:

Providing high-quality mental health supports

Provide Initiatives and activities intended to lower student stress and improve connectedness.

Supporting families with effective communication and engagement activities

Continued implementation and refinement of the SMUHSD Mental Health Initiative & strategies to effectively engage parents/guardians:

Continued refinement and implementation of a Multi-tiered System of Support (MTSS) for all students so that social-emotional support/intervention is effectively administered to all students when/if they need it

Continued refinement of a common/baseline of social-emotional learning and support for ALL students at all school sites

Provision of high quality mental health resources at each school site

Continued implementation of high-quality family engagement staff and resources at all school sites - targeting the needs of the families of historically under-served students

**Major Student 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.

Peninsula High School students traditionally have higher needs to lower student stress and improve school connectedness. There is an increasing need to provide high-quality, accessible mental health support and resources. In addition, the curriculum needs to account for students' backgrounds and identities and apply social justice to pedagogical teachings and standards-based curricula.

**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
Attendance Rate		
Summative Assessments		
Attendance Records of Community Events		
Number of Students enrolled in Work Experience		

## 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Provide wellness care package, supplies, books, speakers to support student learning. Expand recognitions of completion of student participation in wellness supports. Could include Field trip to community resources.	All Students		Administration, Teachers, and Staff	1000 Title I 4000-4999: Books And Supplies	
3.2	Social Worker - Spanish Speaking preferred to assist to the variety of needs our students have particularly outside of school that restrict their ability to attend or perform academically.	All Students		Administration, Parent Outreach coordinator & Counseling	110,000 Comprehensive School Improvement 5000-5999: Services And Other Operating Expenditures Social Worker (Spanish Preferred to support our neediest families)	
3.3	College and Career Supplies/Events	Title 1 Students		Administration, College and Career Coordinator, Family Engagement Coordinator, College and Career Assistant	500 Title I 5000-5999: Services And Other Operating Expenditures Provides academic experiences through a variety events and opportunities that allow students to connect with future endeavors and career pathways.	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Data to Inform Training to Provide Culturally Responsive Education and Allocation of Appropriate Resources

Designate time to collect, review, and reflect on school data that informs resources, services, and best practices in serving our Title I Students based on school climate. Gather information from the entire student body to inform resources, services, and best practices in serving our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #4: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Goals:

- Train all staff on addressing Hate Speech and racist incidents in classrooms and on campus
- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- Continue to improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.
- Ensure that faculty of color feel supported and included in school and collegial communities

### Major Student 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.

Peninsula High School (PHS) will participate in Professional Development (PD) and continue to enhance site-based PD that addresses and corrects inequities amongst the most marginalized students in the district. Empower PHS staff to advocate on behalf of our marginalized community to be recognized for our current effective strategies so that we may receive the support needed to continue and improve further. Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training, and professional learning that promotes a positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

### 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
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## 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Working on classroom culture and student safety, staff will be participating in a training and working with students in follow up in implementation.	ALL Students			2500 Comprehensive School Improvement 5000-5999: Services And Other Operating Expenditures Crisis Prevention Institute (CPI) will be providing a followup training and support staff with improving campus culture with deescalation techniques and trauma informed resources/skills	
4.3					None Specified None Specified	
4.5					None Specified None Specified	
4.6					None Specified None Specified	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student 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.

### 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
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### 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
5.1					Title I 5800: Professional/Consulting Services And Operating Expenditures	
5.2					Title I	

					4000-4999: Books And Supplies	
5.3					Economic Impact Aid 5000-5999: Services And Other Operating Expenditures	
5.4					Title I 5800: Professional/Consulting Services And Operating Expenditures	
5.5					Title I 5000-5999: Services And Other Operating Expenditures	
5.6					Title I 1000-1999: Certificated Personnel Salaries	

## Annual Review

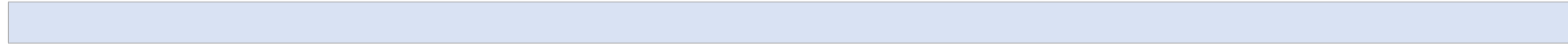
**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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



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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

**Basic Necessities**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student 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.

### 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
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### 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
6.1					Title I 1000-1999: Certificated Personnel Salaries  Title I 4000-4999: Books And Supplies	

6.2					Title I 5800: Professional/Consulting Services And Operating Expenditures	
6.3					Title I 4000-4999: Books And Supplies  Title I 4000-4999: Books And Supplies	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student 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.

### 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
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### 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student 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.

### 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
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### 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student 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.

### 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
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### 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Major Student 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.

### 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
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### 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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

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

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.

# 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	\$434,715.00
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	\$103,715.00
Title II Part A: Improving Teacher Quality	\$415.00

Subtotal of additional federal funds included for this school: \$104,130.00

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 (\$)
Comprehensive School Improvement	\$203,500.00
District Funded	\$55,000.00
LCAP Supplemental	\$72,000.00
Unrestricted	\$85.00

Subtotal of state or local funds included for this school: \$330,585.00

Total of federal, state, and/or local funds for this school: \$434,715.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive School Improvement	203,500.00
District Funded	55,000.00
LCAP Supplemental	72,000.00
Title I	103,715.00
Title II Part A: Improving Teacher Quality	415.00
Unrestricted	85.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	62,000.00
1000-1999: Certificated Personnel Salaries	415.00
2000-2999: Classified Personnel Salaries	145,000.00
3000-3999: Employee Benefits	9,715.00
4000-4999: Books And Supplies	7,500.00
5000-5999: Services And Other Operating Expenditures	153,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

None Specified

55,085.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Comprehensive School Improvement	6,000.00
2000-2999: Classified Personnel Salaries	Comprehensive School Improvement	55,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive School Improvement	142,500.00
None Specified	District Funded	55,000.00
2000-2999: Classified Personnel Salaries	LCAP Supplemental	60,000.00
3000-3999: Employee Benefits	LCAP Supplemental	6,000.00
4000-4999: Books And Supplies	LCAP Supplemental	6,000.00
0000: Unrestricted	Title I	56,000.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00
3000-3999: Employee Benefits	Title I	3,715.00
4000-4999: Books And Supplies	Title I	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	415.00
None Specified	Unrestricted	85.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
69,500.00
251,215.00
111,500.00
2,500.00

# School Site Council Membership

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

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

Name of Members	Role
Ron Campana	Principal
Daniel Tostado	Classroom Teacher
Carlos Nolasco	Other School Staff
Briana Zetino	Secondary Student
Brett Blaisdell	Classroom Teacher
Brett Hamilton	Classroom Teacher
Jessica Beglitsoff	Other School Staff
James Abeyta	Other School Staff
Camille Marquez	Parent or Community Member

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

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 November 18, 2021.

Attested:



Principal, Ron Campana on 12/13/2023



SSC Chairperson, Jessica Beglitsoff on 12/13/2023

## Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**

- Realistic, and
- Time-bound.

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Major Student 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 Major Student 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Major Student 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, Major Student 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/atciplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts: <https://www.cde.ca.gov/sp/sw/t1/atciplansummary.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