

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peach Hill Academy	56739406055149	November 12, 2025	December 15, 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 Peach Hill Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Peach Hill is not a Title I school.

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 Peach Hill Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Peach Hill is not a Title I school.

The purpose of this plan is to support student outcomes for all students. There are three main goals in this plan that address academic achievement, safe learning environments, and 21st-century learning environments.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We work with the following educational partners to ensure the needs of all of our students are met. These include the following parent and staff groups:

English Learner Advisory Committee (ELAC):

Met on October 7, 2025 and November 12, 2025 and discussed the SPSA and received input
Future meeting is scheduled on February 18, 2026 to gather input on progress towards goals

School Site Council (SSC):

Met on October 9, 2025 and November 12, 2025 to review input from numerous stakeholders including parents, faculty, and English Learner Advisory Committee (ELAC). These meetings discussed the SPSA in-depth and received input from the parents in attendance. SSC conducted an annual review of the SPSA and participated in analysis of the data at the meeting. The second SSC meeting, held on November 12, 2025 approved the SPSA.
Future meeting is scheduled on February 18, 2026 to continue to monitor, update and evaluate the plan.

Parent Teacher Association General Membership (PTA):

Met on September 10, 2025 and discussed the SPSA and received input
Future meetings are scheduled on January 14, 2026, March 11, 2026 and May 13, 2026 to gather input on progress towards goals

Parent Teacher Association Executive Board:

The PTA Executive Board met on September 10, 2025 and October 8, 2025 and discussed the SPSA and received input
Future meetings are scheduled on November 12, 2025, December 10, 2025, January 14, 2026, February 11, 2026, March 11, 2026, April 15, 2026, May 13, 2026, and June 10, 2026 to gather input on progress towards goals

Faculty Leadership Team:

The Site Leadership Team met on September 2, 2025, October 7, 2025 and November 4, 2025. An analysis of data was conducted to drive goals for this year's plan.
Future meetings are scheduled on December 2, 2025, January 6, 2026, February 3, 2026, March 3, 2026, April 7, 2026, and May 5, 2026 to gather input on progress towards goals

Faculty at Large:

The faculty met on August 14, 2025, September 9, 2025, and October 21, 2024. An analysis of data was conducted to drive goals for this year's plan.
Future meetings are scheduled on November 18, 2025, December 9, 2025, January 13, 2026, February 10, 2026, March 10, 2026, April 14, 2026, May 12, 2026, and June 9, 2026 to gather input on progress towards goals

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.

N/A

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.

2025 California Dashboard "Red" Indicators:
None

2025 California Dashboard "Orange" Indicators:

- The Hispanic student group for ELA, 14 points below, decreased 4.3 points
- The students with disabilities group for Math, 88.1 points below, decreased 10.5 points
- The socioeconomically disadvantaged student group for Math, 37.5 points below, maintained 1 point
- The Hispanic student group for Math, 35 points below, decreased 18.6 points
- The following groups are in the "Orange" indicator for suspension under Conditions and Climate: students with disabilities, 1.2% suspended, increased of 1.2%; socioeconomically disadvantaged, 1.6% suspended, increased 1.6%; Hispanic, 1.3% suspended, increased 1.3%; 2 or more races, 3.1% suspended, increased 3.1%

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.

2025 California Dashboard indicates that the following student groups have two or more indicators in "Orange"
-Students with disabilities (math, suspensions)
-Socioeconomically disadvantaged (math, suspensions)
-Hispanic (ELA, math, suspensions)

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 Peach Hill Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.22%	0.23%	0.48%	1	1	2
African American	0.67%	0.68%	0.48%	3	3	2
Asian	4.27%	5.02%	4.52%	19	22	19
Filipino	1.12%	2.28%	2.14%	5	10	9
Hispanic/Latino	38.43%	33.56%	33.81%	171	147	142
Pacific Islander	0.22%	0.46%	0.48%	1	2	2
White	48.09%	50.46%	50.48%	214	221	212
Two or More Races	6.97%	7.31%	7.62%	31	32	32
Not Reported	0%	%	%	0		
Total Enrollment				445	438	420

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			43
Kindergarten	96	75	47
Grade 1	67	46	75
Grade 2	65	73	43
Grade 3	76	66	74
Grade 4	71	73	66
Grade 5	70	68	72
Total Enrollment	445	438	420

Conclusions based on this data:

1. Peach Hill saw a slight decrease in student enrollment in the 2024-25 school year much like all the other districts across Ventura County.
2. The number of enrolled transitional kindergarten has increased.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	56	48	41	12.6%	11.0%	9.8%
Fluent English Proficient (FEP)	14	13	12	3.1%	3.0%	2.9%
Reclassified Fluent English Proficient (RFEP)	9	7	9	2.0%	1.6%	2.1%

Conclusions based on this data:

1. It is evident that Peach Hill continues to see a slight decrease of the percentage of students who are classified as English Learners.
2. There is a slight decrease in the number of students who are identified as initially Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	67	75	73	62	75	73	62	75	97.3	92.5	100
Grade 4	70	72	68	70	71	67	70	71	67	100.0	98.6	98.5
Grade 5	70	68	72	66	67	72	66	67	72	94.3	98.5	100
All Grades	215	207	215	209	200	214	209	200	214	97.2	96.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2486.	2478.	2467.	47.95	48.39	40.00	24.66	24.19	32.00	15.07	17.74	14.67	12.33	9.68	13.33
Grade 4	2505.	2503.	2475.	42.86	39.44	22.39	27.14	25.35	32.84	12.86	16.90	17.91	17.14	18.31	26.87
Grade 5	2530.	2525.	2544.	33.33	31.34	40.28	30.30	31.34	26.39	15.15	17.91	18.06	21.21	19.40	15.28
All Grades	N/A	N/A	N/A	41.63	39.50	34.58	27.27	27.00	30.37	14.35	17.50	16.82	16.75	16.00	18.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.14	35.48	34.67	65.75	58.06	53.33	4.11	6.45	12.00
Grade 4	30.00	42.25	23.88	57.14	46.48	65.67	12.86	11.27	10.45
Grade 5	25.76	26.87	30.56	59.09	59.70	56.94	15.15	13.43	12.50
All Grades	28.71	35.00	29.91	60.77	54.50	58.41	10.53	10.50	11.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	35.62	38.71	34.67	53.42	50.00	53.33	10.96	11.29	12.00
Grade 4	24.29	29.58	10.45	60.00	53.52	68.66	15.71	16.90	20.90
Grade 5	34.85	25.37	31.94	46.97	58.21	52.78	18.18	16.42	15.28
All Grades	31.58	31.00	26.17	53.59	54.00	57.94	14.83	15.00	15.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.03	17.74	14.67	63.01	72.58	74.67	10.96	9.68	10.67
Grade 4	20.00	11.27	16.42	65.71	77.46	71.64	14.29	11.27	11.94
Grade 5	18.18	22.39	22.22	74.24	70.15	70.83	7.58	7.46	6.94
All Grades	21.53	17.00	17.76	67.46	73.50	72.43	11.00	9.50	9.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.51	33.87	22.67	53.42	54.84	62.67	15.07	11.29	14.67
Grade 4	22.86	21.13	16.42	70.00	66.20	67.16	7.14	12.68	16.42
Grade 5	15.15	20.90	22.22	69.70	65.67	70.83	15.15	13.43	6.94
All Grades	23.44	25.00	20.56	64.11	62.50	66.82	12.44	12.50	12.62

Conclusions based on this data:

1. According to 2024-25 CAASPP ELA testing results, 72% of Grade 3 students met or exceeded the standard.
2. According to 2024-25 CAASPP ELA testing results, 55.23% of Grade 4 students met or exceeded the standard.
3. According to 2024-25 CAASPP ELA testing results, 66.67% of Grade 5 students met or exceeded the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	67	75	73	63	75	73	63	75	97.3	94	100
Grade 4	70	72	68	70	71	67	70	71	67	100.0	98.6	98.5
Grade 5	70	68	72	66	67	72	66	67	72	94.3	98.5	100
All Grades	215	207	215	209	201	214	209	201	214	97.2	97.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2475.	2470.	2479.	38.36	39.68	49.33	32.88	28.57	22.67	17.81	15.87	12.00	10.96	15.87	16.00
Grade 4	2500.	2507.	2472.	32.86	36.62	14.93	32.86	22.54	35.82	18.57	23.94	23.88	15.71	16.90	25.37
Grade 5	2520.	2523.	2526.	22.73	28.36	29.17	22.73	23.88	22.22	31.82	26.87	29.17	22.73	20.90	19.44
Grade 11															
All Grades	N/A	N/A	N/A	31.58	34.83	31.78	29.67	24.88	26.64	22.49	22.39	21.50	16.27	17.91	20.09

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54.79	44.44	57.33	34.25	39.68	28.00	10.96	15.87	14.67
Grade 4	41.43	45.07	25.37	38.57	36.62	50.75	20.00	18.31	23.88
Grade 5	25.76	25.37	25.00	48.48	50.75	54.17	25.76	23.88	20.83
Grade 11									
All Grades	41.15	38.31	36.45	40.19	42.29	43.93	18.66	19.40	19.63

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.99	42.86	38.67	50.68	42.86	48.00	12.33	14.29	13.33
Grade 4	28.57	30.99	17.91	52.86	50.70	49.25	18.57	18.31	32.84
Grade 5	19.70	25.37	25.00	62.12	55.22	56.94	18.18	19.40	18.06
All Grades	28.71	32.84	27.57	55.02	49.75	51.40	16.27	17.41	21.03

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.99	36.51	48.00	57.53	55.56	44.00	5.48	7.94	8.00
Grade 4	31.43	33.80	17.91	54.29	46.48	52.24	14.29	19.72	29.85
Grade 5	22.73	23.88	23.61	60.61	64.18	59.72	16.67	11.94	16.67
All Grades	30.62	31.34	30.37	57.42	55.22	51.87	11.96	13.43	17.76

Conclusions based on this data:

1. According to 2024-25 CAASPP math testing results, 72% of Grade 3 students met or exceeded standard.
2. According to 2024-25 CAASPP math testing results, 50.75% of Grade 4 students met or exceeded standard.
3. According to 2024-25 CAASPP math testing results, 51.39% of Grade 5 students met or exceeded standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1425.3	*	*	1431.9	*	*	1409.9	*	*	16	10	4
1	*	*	*	*	*	*	*	*	*	5	7	6
2	1419.5	*	*	1416.6	*	*	1421.8	*	*	11	8	6
3	*	*	*	*	*	*	*	*	*	4	9	8
4	*	*	*	*	*	*	*	*	*	9	4	9
5	*	*	*	*	*	*	*	*	*	8	*	*
All Grades										53	41	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	*	*	25.00	*	*	31.25	*	*	18.75	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.21	9.76	2.78	30.19	31.71	27.78	39.62	34.15	38.89	16.98	24.39	30.56	53	41	36

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	*	*	37.50	*	*	37.50	*	*	12.50	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	18.18	*	*	36.36	*	*	27.27	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.87	14.63	11.11	43.40	36.59	30.56	26.42	26.83	33.33	11.32	21.95	25.00	53	41	36

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	*	*	15.38	*	*	61.54	*	*	15.38	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.55	7.32	2.78	24.53	14.63	22.22	33.96	46.34	25.00	33.96	31.71	50.00	53	41	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.75	*	*	75.00	*	*	6.25	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.98	24.39	22.22	75.47	51.22	55.56	7.55	24.39	22.22	53	41	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.25	*	*	68.75	*	*	25.00	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.53	9.76	13.89	56.60	63.41	44.44	18.87	26.83	41.67	53	41	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	*	*	68.75	*	*	18.75	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.55	7.32	5.56	58.49	56.10	47.22	33.96	36.59	47.22	53	41	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	*	*	37.50	*	*	31.25	*	*	16	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.09	9.76	2.78	56.60	58.54	55.56	28.30	31.71	41.67	53	41	36

Conclusions based on this data:

1. According to 20224-25 ELPAC testing, K-5th grade students tested 30.56% were at Level 1, 38.89% at Level 2, 27.78% at Level 3, and 2.78% at Level 4.
2. According to the ELPI indicator, 27.6% of EL students are progressing at least one level on the ELPAC. This is an overall decline of 9.5%

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
420	26.7%	9.8%	0.0%
Total Number of Students enrolled in Peach Hill Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	9.8%
Foster Youth	0	0.0%
Homeless	8	1.9%
Socioeconomically Disadvantaged	112	26.7%
Students with Disabilities	68	16.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	2	0.5%
Asian	19	4.5%
Filipino	9	2.1%
Hispanic	142	33.8%
Two or More Races	32	7.6%
Pacific Islander	2	0.5%
White	212	50.5%

Conclusions based on this data:

- 2024-25 student enrollment shows 26.7% of Socioeconomically Disadvantaged, 16.2% of Students with Disabilities, 9.8% of English Learners, and 0% of Foster Youth.

2. 2024-25 student enrollment shows Hispanic being the second highest group at 33.8% after White at 50.5%.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. 2025 Fall Overall Performance for all students falls in green for Chronic Absenteeism with 7.9% of students chronically absent.
2. 2025 Fall Overall Performance for all students fall in yellow for Suspension Rate with less than 1% of students suspended for at least one day.

3. 2025 Fall Overall Performance for all students fall in green for English Language Arts at 28.9 points above standard and Mathematics at 11.7 points above standard.

School and Student Performance Data

Academic Performance English Language Arts

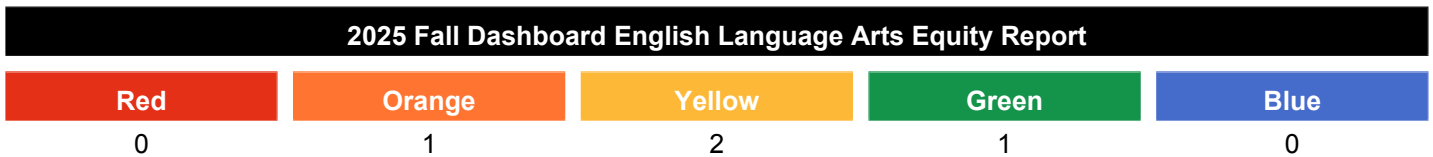
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>28.9 points above standard</p> <p>Declined 4.4 points</p> <p>211 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>65.8 points below standard</p> <p>Maintained -2.3 points</p> <p>26 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>25 points below standard</p> <p>Increased 10.1 points</p> <p>64 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>67.6 points below standard</p> <p>Increased 5 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>14 points below standard</p> <p>Declined 4.3 points</p> <p>74 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>74.8 points above standard</p> <p>Declined 3.3 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>52.2 points above standard</p> <p>Declined 4.1 points</p> <p>109 Students</p>

Conclusions based on this data:

1. In 2025 Fall Dashboard data: No red indicators for English Language Arts Performance.
2. In 2025 Fall Dashboards data: Hispanic student group is in the Orange for English Language Arts Performance.
3. In 2025 Fall Dashboard data: Students with Disabilities and Socioeconomically Disadvantaged student groups are in the Yellow for English Language Arts Performance.

School and Student Performance Data

Academic Performance Mathematics

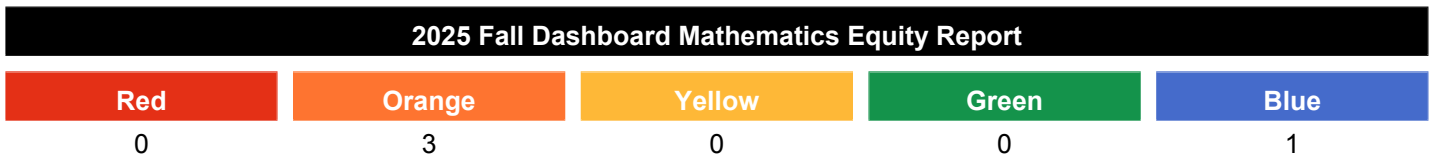
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>11.7 points above standard</p> <p>Declined 5.7 points</p> <p>211 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>82.4 points below standard</p> <p>Declined 17.5 points</p> <p>26 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>37.5 points below standard</p> <p>Maintained 1 points</p> <p>64 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>88.1 points below standard</p> <p>Declined 10.5 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>35 points below standard</p> <p>Declined 18.6 points</p> <p>74 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>66.9 points above standard</p> <p>Declined 6.4 points</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>36.6 points above standard</p> <p>Increased 3.6 points</p> <p>109 Students</p>

Conclusions based on this data:

1. In 2025 Fall Dashboard data: No red indicators for Mathematics Performance.
2. In 2025 Fall Dashboard data: The Students with Disabilities, Socioeconomically Disadvantaged and Hispanic student groups were in the Orange for Mathematics Performance.
3. In 2025 Fall Dashboard data: No yellow indicators for Mathematics Performance.

School and Student Performance Data

Academic Performance Science

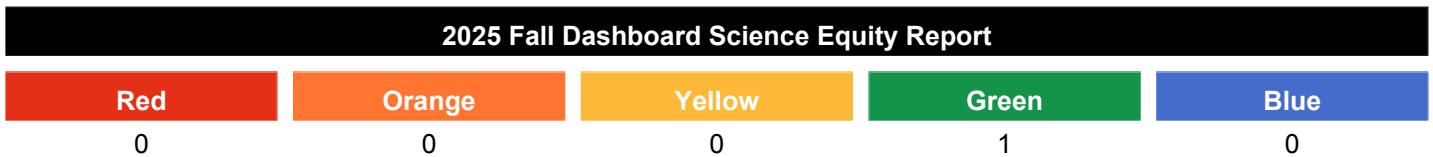
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>61.5 science points</p> <p>Increased 4.2 points</p> <p>72 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>49.7 science points</p> <p>Increased 5 points</p> <p>15 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>39 science points</p> <p>Maintained 0.1 points</p> <p>14 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>51.5 science points</p> <p>Maintained 0.6 points</p> <p>24 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> Green</p> <p>63.8 science points</p> <p>Maintained 1.7 points</p> <p>37 Students</p>

Conclusions based on this data:

1. The science dashboard is for informational purposes only for this school year. Overall, students are performing in the green category and are averaging 61.5 points above standard.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 27.6 making progress. Number Students: 29 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.2%	55.2%	0%	27.6%

Conclusions based on this data:

- In 2025 Fall Dashboard data: 17.2% of English learners decreased one ELPI level.
- In 2025 Fall Dashboard data: 27.6% of English learners progressed at least one ELPI level. This was a 9.5% decline when compared to the previous year.

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7.9% Chronically Absent</p> <p>Declined 2.1</p> <p>428 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>15.9% Chronically Absent</p> <p>Declined 3.3</p> <p>44 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>17.4% Chronically Absent</p> <p>Declined 1.2</p> <p>121 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined 6.3</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>10.5% Chronically Absent</p> <p>Increased 6</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>11% Chronically Absent</p> <p>Declined 2.1</p> <p>146 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 6.1</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 2</p> <p>216 Students</p>

Conclusions based on this data:

1. Three groups were in the Yellow for Chronic Absenteeism, not including all students: English Learners, Students with Disabilities, and Hispanic.
2. All student groups decreased their rate of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

2025 Fall Dashboard Graduation Rate 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

Conditions & Climate Suspension Rate

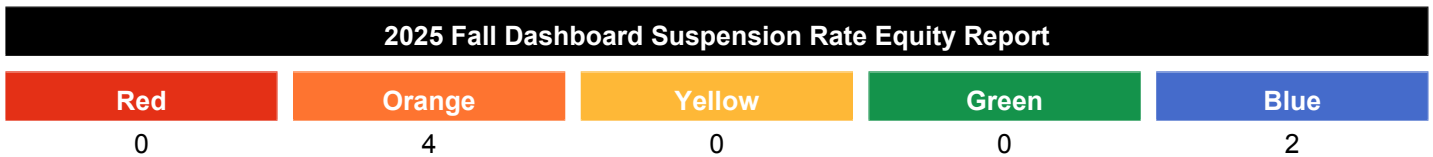
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>435 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>46 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>125 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2%</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>151 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 3.1%</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>218 Students</p>

Conclusions based on this data:

1. Four groups showed in the Orange indicator: Students with Disabilities, Two or More Races, Hispanic, and Socioeconomically Disadvantaged
2. Despite some increases among student groups, the overall suspension rate is below 1%.

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.

Academic Achievement

Increase academic achievement so that all students are career/college ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

Identified Need

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

Students with Disabilities were 88.1 points below for Math performance, which was 10.5 points decrease.
Socioeconomically Disadvantaged students were 37.5 points below for Math performance.
Hispanic students were 14 points below in ELA performance, a 4.3 points decrease and 35 points below in Math performance, a 18.6 points decrease.

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
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-2025 Data Source: CA School Dashboard All Students: 65% met or exceeded 3rd Grade Students: 72% met or exceeded 4th Grade Students: 55% met or exceeded 5th Grade Students: 67% met or exceeded English Learners: 20% met or exceeded Economically Disadvantaged Students: 40% met or exceeded Students with Disabilities: 24% met or exceeded	Year: 2025-2026 Data Source: CA School Dashboard All Students: 67% met or exceeded 3rd Grade Students: 74% met or exceeded 4th Grade Students: 57% met or exceeded 5th Grade Students: 69% met or exceeded English Learners: 22% met or exceeded Economically Disadvantaged Students: 42% met or exceeded Students with Disabilities: 26% met or exceeded
Mathematics California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-2025 Data Source: CA School Dashboard All Students: 58% met or exceeded 3rd Grade Students: 72% met or exceeded 4th Grade Students: 51% met or exceeded 5th Grade Students: 51% met or exceeded English Learners: 5% met or exceeded	Year: 2025-2026 Data Source: CA School Dashboard All Students: 60% met or exceeded 3rd Grade Students: 74% met or exceeded 4th Grade Students: 53% met or exceeded 5th Grade Students: 53% met or exceeded English Learners: 7% met or exceeded

	Economically Disadvantaged Students: 38% met or exceeded Students with Disabilities: 18% met or exceeded	Economically Disadvantaged Students: 40% met or exceeded Students with Disabilities: 20% met or exceeded
ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher	Year: 2024-2025 Data Source: Tri 3 Report Cards All Students: 73% English Learners: 22% Low-Income Students: 52% Students with Disabilities: 43% R-FEP Students: 75% Hispanic Students: 55% White Students: 83% 1st Grade: 49% 2nd Grade: 80% 3rd Grade: 72% 4th Grade: 66% 5th Grade: 83%	Year: 2025-2026 Data Source: Tri 3 Report Cards All Students: 75% English Learners: 24% Low-Income Students: 54% Students with Disabilities: 45% R-FEP Students: 77% Hispanic Students: 57% White Students: 85% 1st Grade: 51% 2nd Grade: 82% 3rd Grade: 74% 4th Grade: 68% 5th Grade: 85%
Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher	Year: 2024-2025 Data Source: Tri 3 Report Cards All Students: 70% English Learners: 28% Low-Income Students: 52% Students with Disabilities: 40% R-FEP Students: 69% Hispanic Students: 53% White Students: 80% 1st Grade: 64% 2nd Grade: 89% 3rd Grade: 61% 4th Grade: 66% 5th Grade: 57%	Year: 2025-2026 Data Source: Tri 3 Report Cards All Students: 72% English Learners: 30% Low-Income Students: 54% Students with Disabilities: 42% R-FEP Students: 71% Hispanic Students: 55% White Students: 82% 1st Grade: 66% 2nd Grade: 89% 3rd Grade: 62% 4th Grade: 68% 5th Grade: 59%
English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2024-2025 Data Source: CA 2025 Fall School Dashboard All Students: 27.6% Making Progress Towards English Language Proficiency	Year: 2025-2026 Data Source: CA School Dashboard All Students: 30% Making Progress Towards English Language Proficiency
Reclassification Rate	Year: 2024-2025 Data Source: Data Quest 18%	Year: 2025-2026 Data Source: Data Quest 20%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Offer before, during and after school intervention opportunities.	English Learners	0 LCFF - Supplemental
1.2	Extend hours of RtI para so that direct ELD instruction can be given to students by credentialed teachers.	English Learners	13000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Rosetta Stone for Newcomers	English Learners	0 District Funded
1.4	ELlevation software to progress monitor English Language Learners and provide strategies for teachers	English Learners	0 District Funded
1.5	Implement ELPAC IABs	English Learners	0 District Funded
1.6	Small group instruction as needed	All Students	0 District Funded
1.7	Use of district adopted curriculum that aligns with standards for English language arts, mathematics, and science	All Students	0 District Funded
1.8	Provide Target planning time for teachers to create MTSS groups and revise as needed	All Students English Learners Students with Disabilities	2000 LCFF - Supplemental
1.9	Restructure MTSS model of support to ensure all grade levels and student groups receive adequate support	All Students English Learners Students with Disabilities	0 District Funded
1.10	PD and collaboration with district EL TOSA	English Learners	0 District Funded
1.11	Online software for newcomers (Starfall, District resources)	All Students English Learners	0 District Funded
1.12	Invite district EL TOSA and district admin to support staff in reclassifying students, ELPAC, and resources available for English learners	English Learners	0 District Funded
1.13	Implement a peer tutoring program where fourth and fifth graders provide tutoring to first graders before school three times a week for 30 minutes each time.	Students in SST	0 None Specified
1.14	Implement a new Target schedule where: -each grade level has a designated time with RtI staff support -there is a 30 minute school-wide window for designated ELD time and enrichment	All students English Learners Students with Disabilities	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Principal and staff will review the strategies/activities with relevant data to measure the effectiveness of such strategies.

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

Majority of the intended implementations do not require additional expenditures. Peach Hill Academy's goal is to utilize what is already available in the best way possible to benefit the academic progress of students.

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.

Implementing ELPAC IABs, the peer tutoring program, new Target schedule, and more collaboration with the district's EL TOSA are all new implementations as a result of this analysis. These new implementations are in strategies/activities of Goal 1.

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.

Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Identified Need

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

According to California 2025 Fall Dashboard, there has been a 0.7% increase in suspension performance with the following student groups as an increase: Students with Disabilities (increased 1.2%), Socioeconomically Disadvantaged (increased 1.6%), Hispanic (increased 1.3%), and two or more races (increased 3.1%).

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
Percentage of Student Groups for Suspension Performance	Year: 2024-2025 Data Source: CA 2025 Fall Dashboard Students with Disabilities: 1.2% Socioeconomically Disadvantaged: 1.6% Hispanic: 1.3% Two or More Races: 3.1%	Year: 2025-2026 Data Source: CA 2026 Fall Dashboard Students with Disabilities: 1% or less Socioeconomically Disadvantaged: 1% or less Hispanic: 1% or less Two or More Races: 1% or less
End of Year Attendance Rates	Year 2024-25 Data Source: Q SIS Attendance Rate: 96.3%	Year: 2025-26 Data Source: Q SIS Attendance Rate: maintain 96% or higher

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement CHAMPS school-wide, including in the classrooms, restrooms, assembly area, and cafeteria	All Students	0 District Funded
2.2	Principal Chats	All Students	165

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF - Supplemental
2.3	Wellness Center with full time counselor	All Students	0 District Funded
2.4	Schoolwide implementation of Parent Square Communication through principal, office staff, counselor, and teachers.	All Students	0 District Funded
2.5	Develop a PBIS school wide behavior matrix to create consistent staff responses to student behavior	All Students	0 None Specified
2.6	Second Step as a Tier 1 social emotional learning program	All Students	0 District Funded
2.7	Schoolwide attendance incentive program	All Students	100 General Fund

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Principal and staff will review the implementation of strategies/activities and relevant data to measure the effectiveness of such strategies.

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

Attendance is a new area of need based on data.

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

Individual, class, and school-wide attendance will be analyzed for annual outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Maintaining 21st Century Learning Environments

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

Identified Need

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

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

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
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-2025 Data Source: Parent Survey 97%	Year: 2025-2026 Data Source: Parent Survey Maintain 95% or Higher
Percentage of Parents Reporting that School Facilities are Clean and Inviting	Year: 2024-2025 Data Source: Parent Survey 95%	Year: 2025-2026 Data Source: Parent Survey Maintain 95% or Higher

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Develop and implement site safety plans which outline the frequency and content of safety drills and trainings including monthly fire drills, quarterly earthquake drills, three lockdown drills, and a yearly comprehensive disaster drill.	All Students	0 District Funded
3.2	Maintain standards-aligned, MUSD board adopted curriculum, to ensure each student has appropriate access to instructional materials	All Students	0 District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner	All Students	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Peach Hill continues to focus and improve in the area of school safety. Staff attended the Active Assailant training in the fall. We continue to hold lockdown drills. School site council and ELAC parent advisory committees, along with school staff, contribute to the School Safety Plan and evaluate it annually.

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

There were no major differences between the budget allocated for safety and the implementation of strategies/activities.

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.

Peach Hill will continue to place staff and student safety as a top priority.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

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	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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.

Identified Need

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

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	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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	\$15,265.00
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 (\$)

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

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 (\$)
District Funded	\$0.00
General Fund	\$100.00
LCFF - Supplemental	\$15,165.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$15,265.00

Total of federal, state, and/or local funds for this school: \$15,265.00

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
District Funded	0.00
General Fund	100.00
LCFF - Supplemental	15,165.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	General Fund	100.00
	LCFF - Supplemental	15,165.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,000.00
Goal 2	265.00
Goal 3	0.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Vanessa Vega	Principal
Sarah McKagan	Classroom Teacher
Laura Elmore	Classroom Teacher
Kristen Eastlick	Other School Staff
Shana Trevor	Parent or Community Member
Breanne Bill	Parent or Community Member
Lorena Gonzalez	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 11/12/25.

Attested:



Principal, Vanessa Vega on 11/12/25



SSC Chairperson, Breanne Bill on 11/12/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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