School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Petaluma High School	49708624935151	May, 2023	

Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to address the needs of students identified by ESSA. Petaluma High School will work with the district, staff, parents, students and our community partners to achieve our SPSA goals. The goals within our SPSA are aligned to our Local Control Accountability Plan and addresses the Every Student Succeeds Act (ESSA) requirements. Our goals will detail our areas of focus high quality teaching and learning with a focus on closing the achievement gap for SWD and English Learners, equity and access, wellness and safety.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Youth Truth Student, Pulse Survey, Family, and Staff Surveys (January 2023).

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Staff are encouraged to engage in peer observations whenever possible to share best practices and inform PLC conversation. Because most teachers do not like missing their own classes, this practice is more rare then we would hope for. There is funding to support this but teachers generally observe others during their prep periods.

Site admin are frequently in classrooms to informally observe programs and classes. They also conduct formal observations with staff who are in their evaluation year (the district has an agreement to rotate the evaluation cycle every three years). These observations are followed up with one-one meetings with staff members where the observation notes are discussed and input and suggestions are weighed.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school is actively using available data, both onsite formative assessment, and statewide and national disaggregated data (CAASSP, ELPAC, SAT, AP) to better tune direct instruction. This year we have begun the math common assessments and data reflection process designed to reflect on our teaching practices.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Similarly, staff use data from internal assessment to modify instruction. Illuminate is used in some courses as the engine to generate CFA (common-formative assessments) and to look closely at student performance over time. The Math Department uses standards based grading and focuses on mastery of skills through concept quizzes which students can retake until mastery is attained. Our EL students are also being placed more readily in the appropriate English language instruction classes to ensure they have full access to the structure and use of English across the curriculum. Math and English are both participating in district led interim assessments to better impact student learning. We also use local and state data through CAASPP and CA Dashboard and Aeries/SWIS.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff at the school must submit an annual professional development plan to the administration. All staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers in the core subject areas are highly qualified staff, and all have access to training use SBE-adopted instructional materials, as they become available.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school has previously implemented a process that evaluates teacher requests for professional development funding. The professional development requests are reviewed by department leaders which typically included 12 teachers and one administrator, and they evaluate each request for it's relationship to the content standards, assessed student performance, and/or professional needs (annual professional development plan).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Departments in the school use a Professional Learning Community (PLC) to support each other for each course. The Math Department has worked with the district Math Coordinator to support instruction and assessment. Other departments have utlized support from District and County experts.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All departments participate in PLCs to collaborate around instructional practices and learning outcomes.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subjects that have an SBE approved set of content and performance standards have implemented them or are in the process of fazing them in, and this includes the alignment of curriculum, instruction, and materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has two sections added to it by the school district to support the mathematics intervention program for Math 1 and Math 2. Additional intervention/credit recovery/learning loss sections will be used for credit recovery, class sized reduction in core content areas to address learning loss, and general education support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers have access to standards-aligned instructional materials, which are used in all classes.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core courses, and all honors and AP courses are offered with open access, meaning that any student meeting the minimum prerequisites may request the class.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our school offers 25 minutes at the end of each period four days each week called Academic Plus or A+, where students can work on any homework or other assignments. Students may request to see any of their teachers during this period for assistance or coaching, as needed, Teachers may also request students come to them at this time as well.

Evidence-based educational practices to raise student achievement

Standards based grading in Math 1 and 2 allowing students to retake assessments to demonstrate mastery of concepts.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are visible and involved with their children's education at PHS. We have an active PTSA and ELAC as well as a variety of parent volunteers who assist in classrooms and shop classes. The district provides supplemental resources supporting general education students who have underperformed on CAASSP.
All teachers use the Aeries gradebook and google classroom for each of their classes, and that information is available to both students and parents through the Aeries Portal. That allows both the student and the parent to be aware of the student's performance in class, including scores on assignments, projects, and assessments, as well as the student's overall standing in class.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school does not qualify for any of the ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See supplementary funds and other site discretionary expenditures.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following site committees meet and collaborate on issues affecting our school, all of which combine together in the development of our annual SPSA review. These committees meet regularly with published agendas and minutes.

The committees include:

School Site Council (membership of staff, parents and students - 9/12/22, 10/10/22, 11/14/2022, and 12/12/2022; 1/16/2023, 2/13/2023, 3/12/2023, 4/9/2023, and 5/14/2023)

Principal's Advisory Committee (PAC, made up of department chairs and administration - 9/8/2021, 10/11/2022, 11/8/2022, and 12/13/2022; 1/17/2023, 2/7/2023, 3/7/2023, 4/18/2023, 5/9/2023)

English Language Advisory Committee (ELAC , made up of staff, interested parents and students - 9/22/2022, 12/1/2022, 2/2/2023, 4/13/2023).

School Technology Committee (9/29/2022, 12/1/2022; 1/26/2023, 2/23/2023, 3/23/2023, 4/27/2023, 5/25/2023).

In developing the SPSA, we referred to district goals, minutes, committee chairs and expenditures documents that pertained to the school.

Resource Inequities

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

In review of the LEA and school-level budgeting, no inequities were found.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.77%	0.33%	12	10	4
African American	0.8%	0.77%	0.98%	11	10	12
Asian	1.9%	1.45%	1.97%	26	19	24
Filipino	0.4%	0.46%	0.49%	5	6	6
Hispanic/Latino	27.3%	29.33%	29.75%	374	383	363
Pacific Islander	0.4%	0.69%	0.49%	6	9	6
White	64.8%	63.48%	62.3%	887	829	760
Multiple/No Response	3.3%	2.83%	3.44%	45	37	42
			Total Enrollment	1,369	1,306	1220

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	356	313	316
Grade 10	311	347	309
Grade 11	367	289	321
Grade 12	335	357	274
Total Enrollment	1,369	1,306	1,220

Conclusions based on this data:

1. Enrollment has decreased significantly for the start of the 2022 school year. We went from 1,306 to 1250 at the start of the school year.

2. Future enrollment projections from our primary feeder (PJHS) indicate a drop in enrollment over the next few years.

3. There has been a slight increase of Hispanic Students over the past 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	92	82	48	6.7%	6.3%	3.9%
Fluent English Proficient (FEP)	205	211	210	15.0%	16.2%	17.2%
Reclassified Fluent English Proficient (RFEP)	4			4.3%		

Conclusions based on this data:

1. Total numbers of EL learners has decreased over the 3 year view.

2. Missing data for RFEP students. New ELRT has made RFEP a priority.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	352	286		173	276		172	276		49.1	96.5	
All Grades	352	286		173	276		172	276		49.1	96.5	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2655.	2583.		47.67	22.10		30.23	30.07		12.21	22.46		9.88	25.36	
All Grades	N/A	N/A	N/A	47.67	22.10		30.23	30.07		12.21	22.46		9.88	25.36	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.12	23.19		54.07	55.07		5.81	21.74	
All Grades	40.12	23.19		54.07	55.07		5.81	21.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	47.37	26.09		38.60	47.10		14.04	26.81	
All Grades	47.37	26.09		38.60	47.10		14.04	26.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.42	13.04		65.12	71.74		10.47	15.22	
All Grades	24.42	13.04		65.12	71.74		10.47	15.22	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	44.19	18.48		47.09	66.30		8.72	15.22	
All Grades	44.19	18.48		47.09	66.30		8.72	15.22	

Conclusions based on this data:

1. The low participation rate for CAASPP testing in 2020-2021 was due to an increase in the number of waivers sought by families as a result of the pandemic

2. The 2021-2022 CAASPP data will set the new baseline for assessment in ELA

3. % Above Standard has dropped significantly in each ELA category.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	352	285		130	267		129	267		36.9	93.7	
All Grades	352	285		130	267		129	267		36.9	93.7	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2608.	2557.		18.60	13.86		27.13	14.61		26.36	26.22		27.91	45.32	
All Grades	N/A	N/A	N/A	18.60	13.86		27.13	14.61		26.36	26.22		27.91	45.32	

Overall Achievement for All Students

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.58	18.73		45.74	37.08		28.68	44.19	
All Grades	25.58	18.73		45.74	37.08		28.68	44.19	

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.71	12.73		62.79	62.55		15.50	24.72	
All Grades	21.71	12.73		62.79	62.55		15.50	24.72	

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.60	11.99		67.44	59.55		13.95	28.46	
All Grades	18.60	11.99		67.44	59.55		13.95	28.46	

Conclusions based on this data:

1. The low participation rate for CAASPP testing in 2020-2021 was due to an increase in the number of waivers sought by families as a result of the pandemic

2. The 2021-2022 CAASPP data will set the new baseline for assessment in Mathematics

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1565.9	1545.7		1561.8	1549.5		1569.8	1541.4		19	18	
10	1541.2	*		1531.5	*		1550.4	*		19	9	
11	1569.9	1551.9		1573.8	1546.8		1565.7	1556.3		18	12	
12	*	*		*	*		*	*		5	9	
All Grades										61	48	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.53	27.78		47.37	27.78		42.11	16.67		0.00	27.78		19	18	
10	11.76	*		47.06	*		17.65	*		23.53	*		17	*	
11	17.65	33.33		47.06	25.00		35.29	16.67		0.00	25.00		17	12	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	17.24	31.25		43.10	33.33		31.03	12.50		8.62	22.92		58	48	

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.79	33.33		73.68	33.33		10.53	11.11		0.00	22.22		19	18	
10	41.18	*		29.41	*		17.65	*		11.76	*		17	*	
11	47.06	50.00		41.18	16.67		11.76	8.33		0.00	25.00		17	12	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	36.21	45.83		46.55	27.08		12.07	6.25		5.17	20.83		58	48	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.79	5.56		26.32	38.89		36.84	5.56		21.05	50.00		19	18	
10	5.88	*		41.18	*		29.41	*		23.53	*		17	*	
11	5.88	16.67		11.76	25.00		58.82	8.33		23.53	50.00		17	12	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	10.34	12.50		24.14	31.25		41.38	16.67		24.14	39.58		58	48	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	16.67		89.47	55.56		5.26	27.78		19	18	
10	5.88	*		70.59	*		23.53	*		17	*	
11	0.00	16.67		100.00	41.67		0.00	41.67		17	12	
12	*	*		*	*		*	*		*	*	
All Grades	3.45	14.58		86.21	58.33		10.34	27.08		58	48	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	88.89	66.67		11.11	11.11		0.00	22.22		18	18	
10	88.24	*		0.00	*		11.76	*		17	*	
11	78.57	81.82		21.43	0.00		0.00	18.18		14	11	
12	*	*		*	*		*	*		*	*	
All Grades	86.00	76.60		10.00	4.26		4.00	19.15		50	47	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.05	16.67		52.63	27.78		26.32	55.56		19	18	
10	33.33	*		33.33	*		33.33	*		15	*	
11	12.50	16.67		50.00	25.00		37.50	58.33		16	12	
12	*	*		*	*		*	*		*	*	
All Grades	21.82	18.75		43.64	35.42		34.55	45.83		55	48	

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	5.56		84.21	61.11		10.53	33.33		19	18	
10	0.00	*		82.35	*		17.65	*		17	*	
11	11.76	25.00		82.35	41.67		5.88	33.33		17	12	
12	*	*		*	*		*	*		*	*	
All Grades	8.77	20.83		80.70	50.00		10.53	29.17		57	48	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. Data from the 2020-2021 school year will be the new baseline data to analyze with 2021-2022 data

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,306	**38.6**	**6.3**	**0.2**
Total Number of Students enrolled in Petaluma High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	82	6.3
Foster Youth	2	0.2
Homeless	4	0.3
Socioeconomically Disadvantaged	504	38.6
Students with Disabilities	214	16.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	0.8
American Indian	10	0.8
Asian	19	1.5
Filipino	6	0.5
Hispanic	383	29.3
Two or More Races	37	2.8
Pacific Islander	9	0.7
White	829	63.5

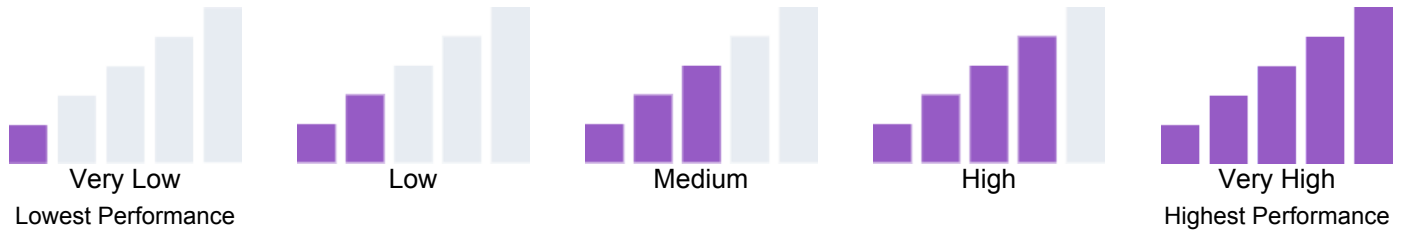**Conclusions based on this data:**
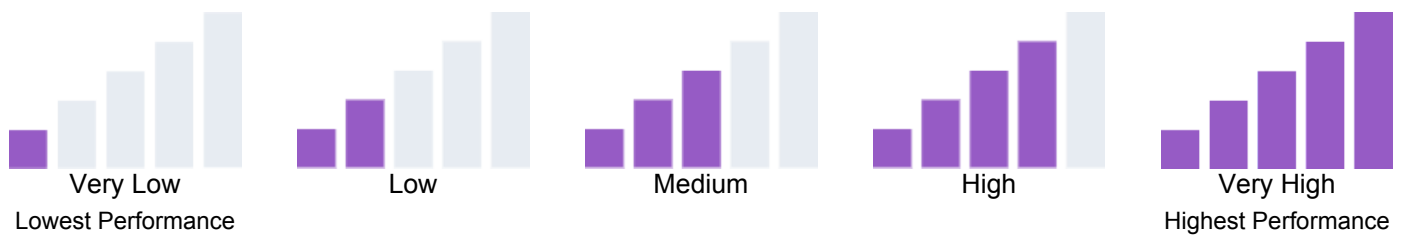
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School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.
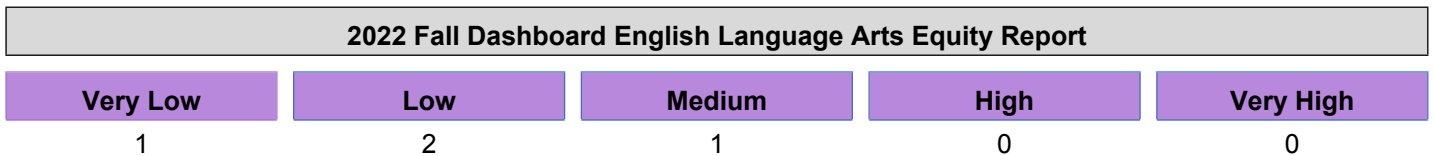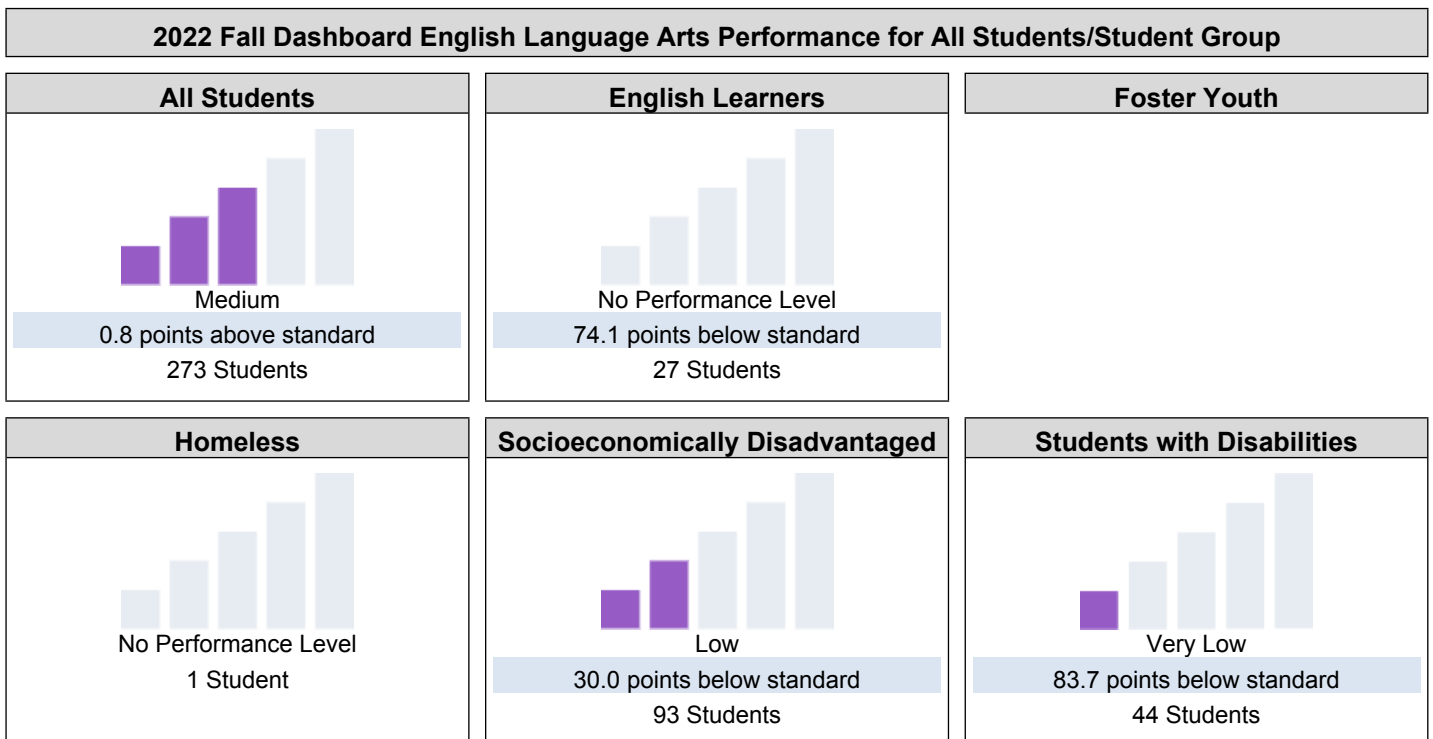
School and Student Performance Data

Academic Performance
English Language Arts

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

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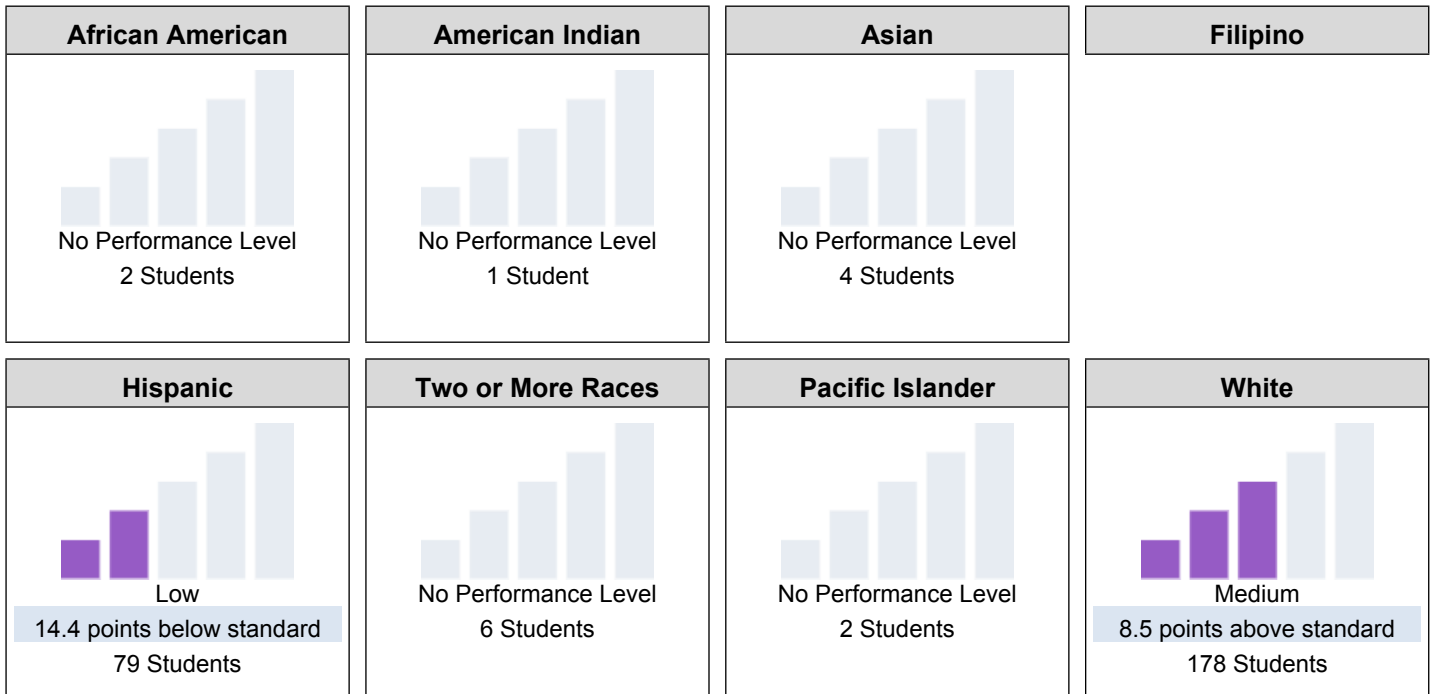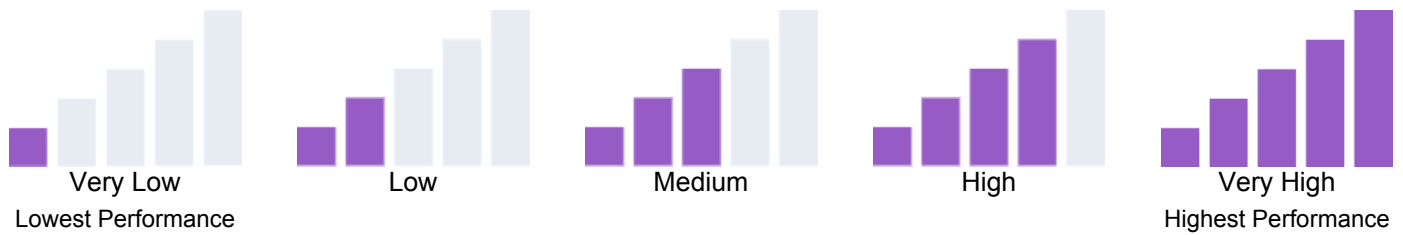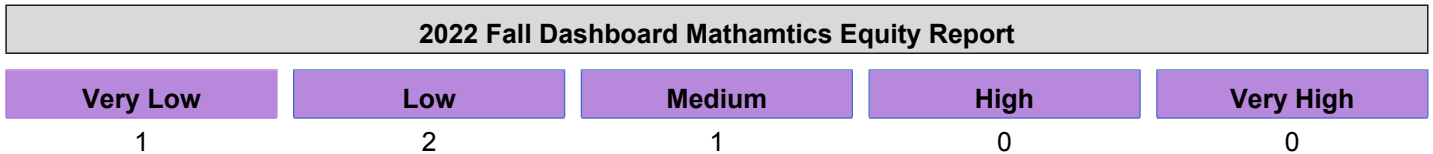

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	0	0

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

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

All Students	English Learners	Foster Youth
Medium	No Performance Level	
0.8 points above standard	74.1 points below standard	
273 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	30.0 points below standard	83.7 points below standard
	93 Students	44 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 4 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 14.4 points below standard 79 Students	No Performance Level 6 Students	No Performance Level 2 Students	Medium 8.5 points above standard 178 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	65.4 points below standard 17 Students	9.9 points above standard 214 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	No Performance Level	
70.8 points below standard	178.1 points below standard	
264 Students	26 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
1 Student	114.1 points below standard	185.6 points below standard
	89 Students	44 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
2 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
4 Students

Filipino

Hispanic

Low
104.6 points below standard
74 Students

Two or More Races

No Performance Level
6 Students

Pacific Islander

No Performance Level
2 Students

White

Medium
52.2 points below standard
175 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

10 Students

Reclassified English Learners

184.8 points below standard
17 Students

English Only

57.4 points below standard
209 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Very High
66.7 making progress towards English language proficiency
Number of EL Students: 36 Students
Performance Level: 5
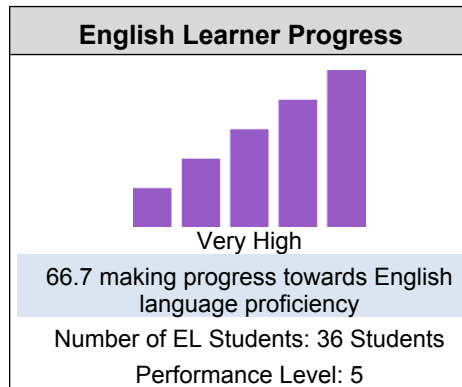
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	22.2%	0.0%	66.7%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
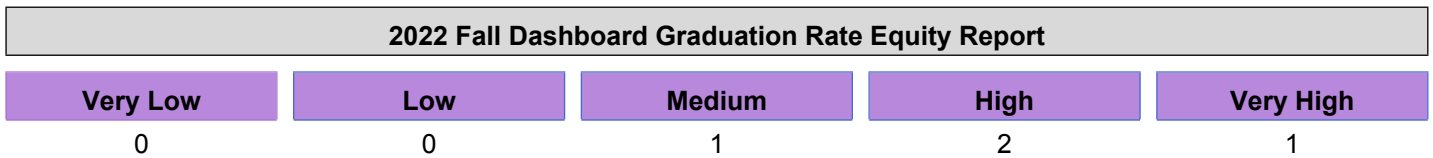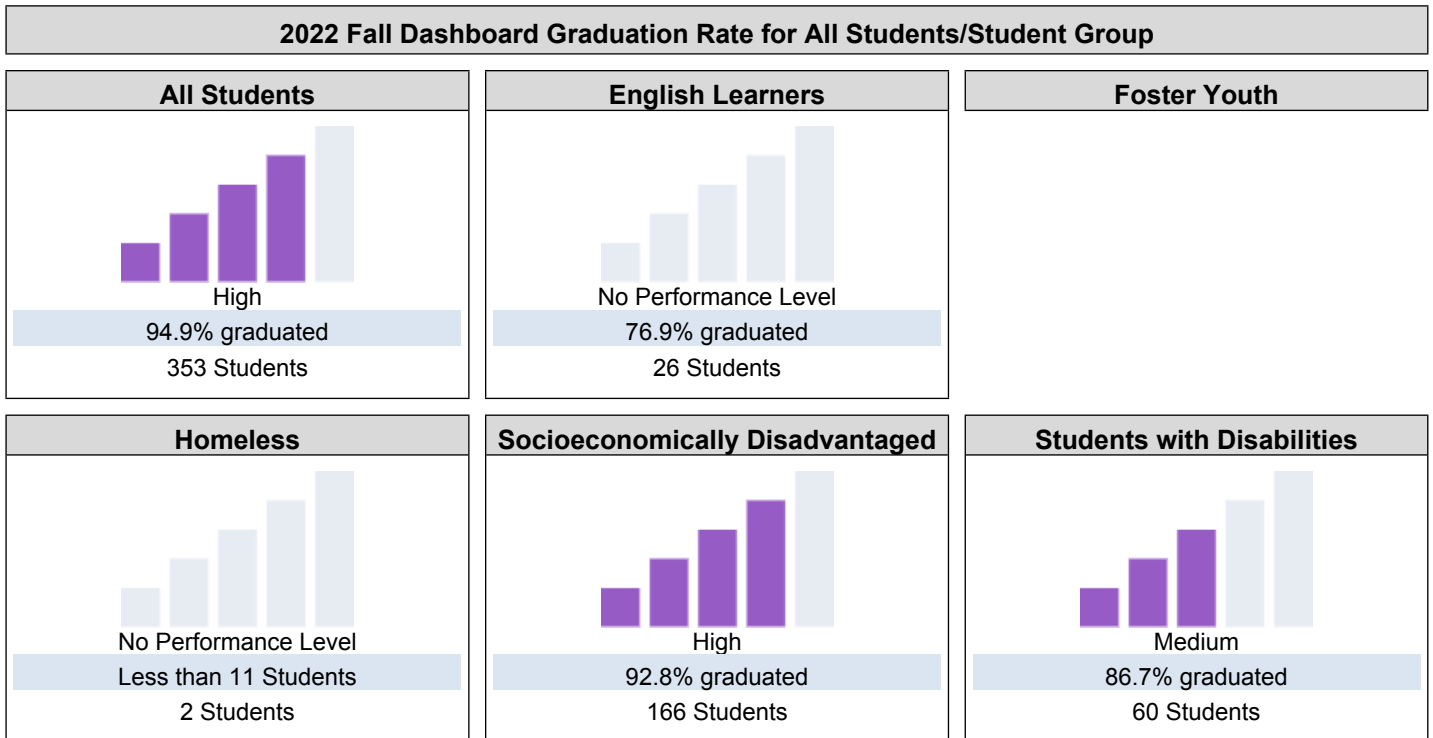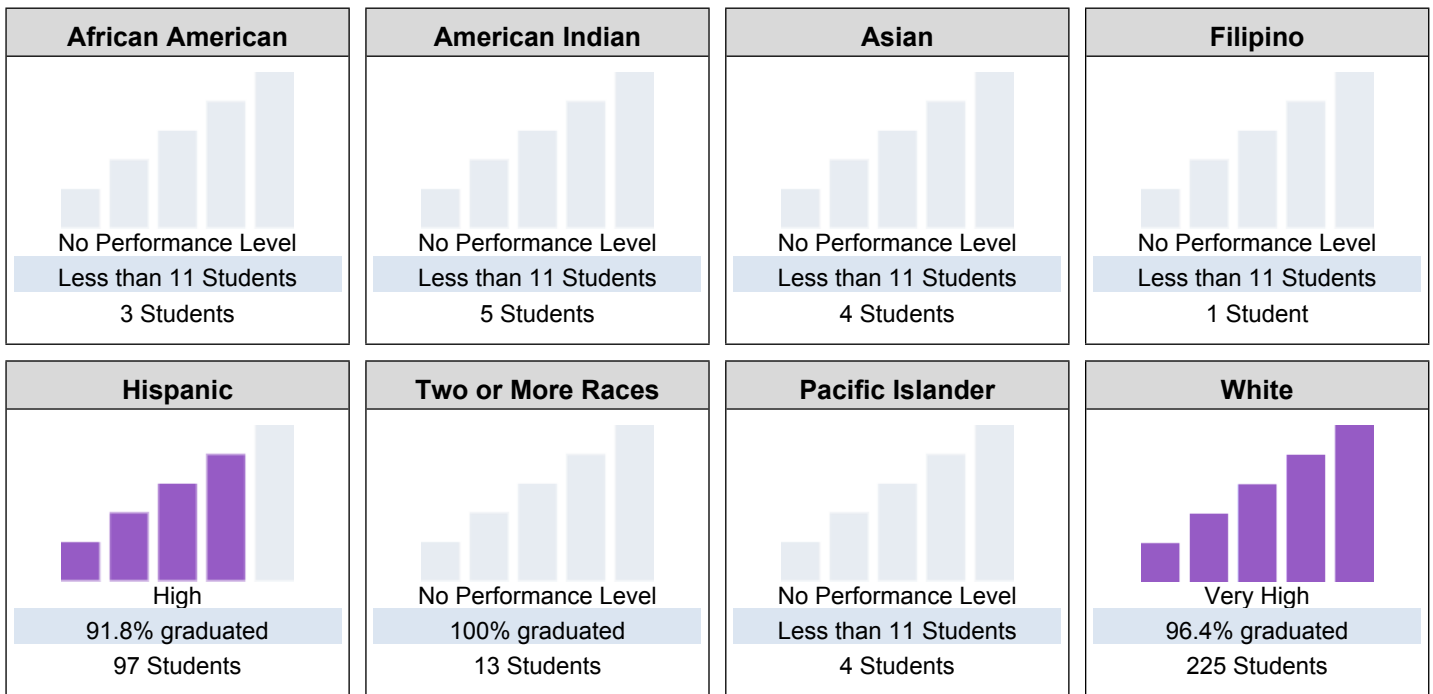
Conclusions based on this data:
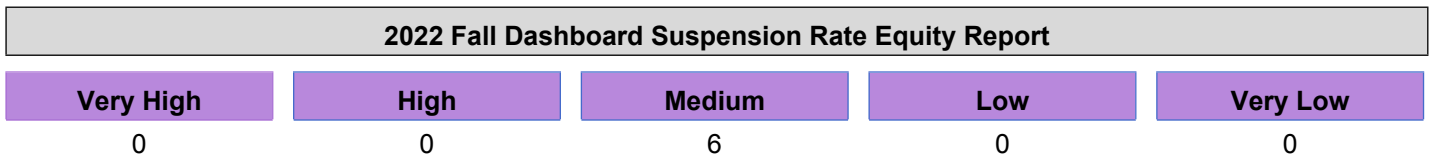
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
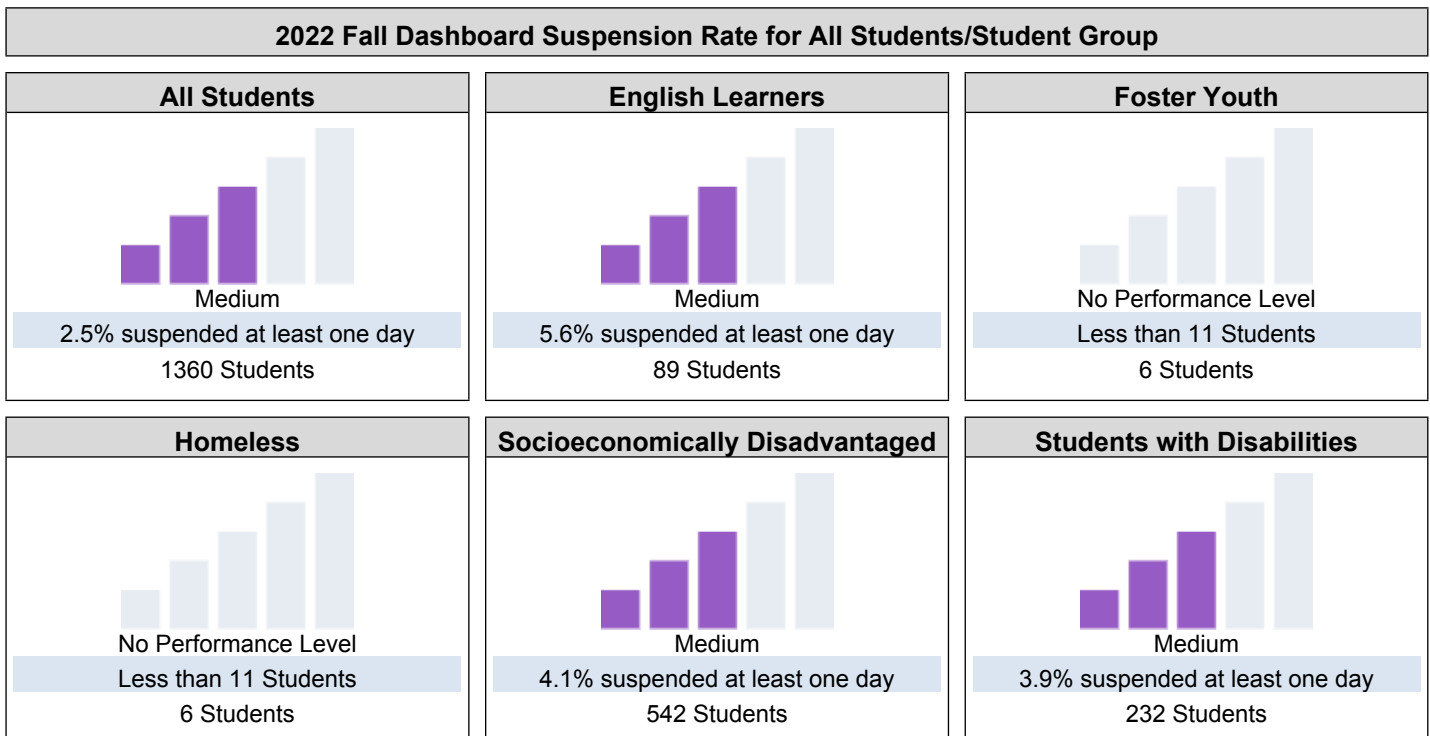
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
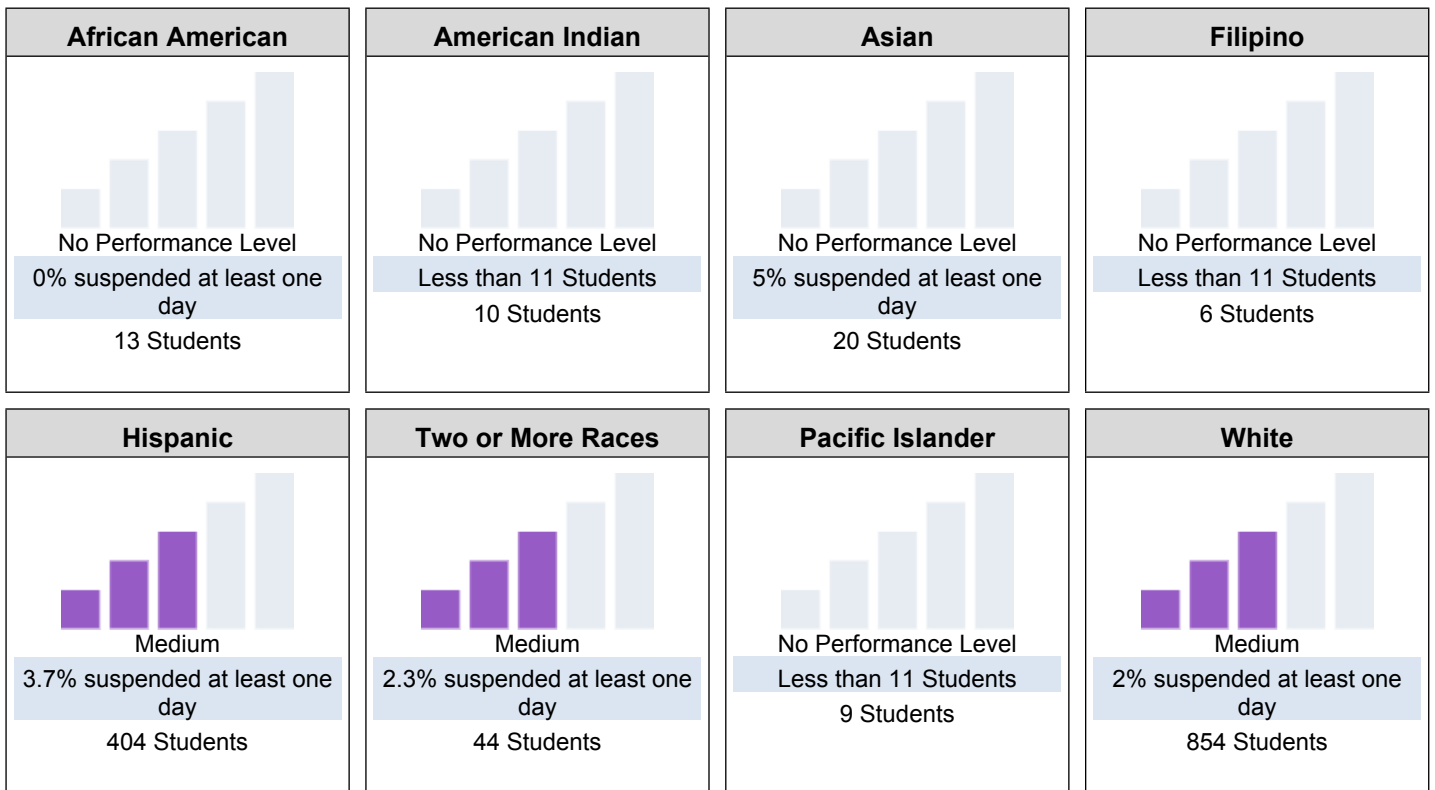
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
0	0	1	2	1

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
94.9% graduated	76.9% graduated	
353 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Medium
Less than 11 Students	92.8% graduated	86.7% graduated
2 Students	166 Students	60 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

3 Students

American Indian

No Performance Level

Less than 11 Students

5 Students

Asian

No Performance Level

Less than 11 Students

4 Students

Filipino

No Performance Level

Less than 11 Students

1 Student

Hispanic

High

91.8% graduated

97 Students

Two or More Races

No Performance Level

100% graduated

13 Students

Pacific Islander

No Performance Level

Less than 11 Students

4 Students

White

Very High

96.4% graduated

225 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	6	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
2.5% suspended at least one day	5.6% suspended at least one day	Less than 11 Students
1360 Students	89 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	4.1% suspended at least one day	3.9% suspended at least one day
6 Students	542 Students	232 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

0% suspended at least one day

13 Students

American Indian

No Performance Level

Less than 11 Students

10 Students

Asian

No Performance Level

5% suspended at least one day

20 Students

Filipino

No Performance Level

Less than 11 Students

6 Students

Hispanic

Medium

3.7% suspended at least one day

404 Students

Two or More Races

Medium

2.3% suspended at least one day

44 Students

Pacific Islander

No Performance Level

Less than 11 Students

9 Students

White

Medium

2% suspended at least one day

854 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All student scholars will experience an excellent, diverse, equitable, and inclusive education. (PCS District Goal 1) Supporting Students with Disabilities in ELA & Math. (LCAP Goal 1) All students will receive high quality classroom instruction guided by assessment results targeting individual needs to close gaps and accelerate learning. (LCAP Goal 3)

Goal 1

Using the CA Dashboard CAASPP results for math, our focus will be to identify areas for growth for all students (70.8 pts. below standard) and focus on developing strategies to meet the needs of our lowest performing student groups (EL and Students with disabilities) as identified by our school site council members.

Identified Need

Based on data gathered from the California School Dashboard we saw a decline in the All Students category in Mathematics with subgroups, English Learner and Students with Disabilities, scoring in the Very Low range. This goal is based on 2023 CAASPP and Dashboard data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP Results for Math	All: 70.8 points below standard Students with Disabilities: 185.6 points below standard English Learners: 178.1 points below standard	All Students will improve in mathematics by 10.9 points, moving from -70.8 to -60, as reported on the California School Dashboard. Students with Disabilities will improve in mathematics by 15 points, moving from -185.6 to -170.6, as reported on the California School Dashboard. English Learners will improve in mathematics by 15 points, moving from -178.1 - 163.1 , as reported on the California School Dashboard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

District Aligned Common Formative Assessments (Math protocols): With district partnership, we will be conducting interim math assessments for all students. The teams will conduct data focused meetings by following protocols developed by our Math and District office leads. The data will be used to determine best practices in daily instruction. The data collection tool allows us to view students in sub groups.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CPM focused professional development: Our Math department uses CPM as its integrated math curriculum. We want to ensure that our team is receiving on going training with this curriculum to better support student learning needs.

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

Amount(s)   Source(s)

| 4,000 | Discretionary |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPED Students

Strategy/Activity

Collaborative Math to allow for our staff to meet the learning needs of our students: Collaborative Math is a course where students will received instruction and support from a Gen Ed. teacher and an RSP teacher. The two teachers will collaborate on curriculum and instruction that meets the A-G requirements while providing additional supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Scheduling for supportive opportunities. In our master scheduling, we have aligned our ELRT and our ELD courses so that we can offer more opportunities for direct support in Math and ELA.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Bilingual Student Ambassadors: Student leaders will be assigned to work with EL students during A+ to support them with Math and English acquisition.

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All student scholars will experience an excellent, diverse, equitable, and inclusive education. (PCS District Goal 1) Supporting Students with Disabilities in ELA & Math. (LCAP Goal 1) All students will receive high quality classroom instruction guided by assessment results targeting individual needs to close gaps and accelerate learning. (LCAP Goal 3)

Goal 2

Using the CA Dashboard CAASPP results for ELA, our focus will be to identify areas for growth for all students (0.8 pts. above standard) and focus on developing strategies to meet the needs of our lowest performing student groups (EL and Students with disabilities) as identified by our school site council members.

Identified Need

Based on data gathered from the California School Dashboard: We are identifying a need to maintain our overall performance, while supporting our EL and SWD students to improve. This metrics used are based on 2023 Dashboard data via CAASPP Results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP Results for ELA	ELA All: 0.8 points above standard Students with Disabilities: 83.7 points below standard English Learners: 74.1 points below standard	By June 28, 2024, All Students will improve in ELA assessment 2 points, moving from .8 to 2.8 points above standard, as reported on the California School Dashboard. (WASC goal #3) By June 28, 2024, Students with Disabilities will improve in ELA by 10 points, moving from -83.7 to -73.7 points below standard, as reported on the California School Dashboard.. (WASC goal #3) By June 28, 2024, English Language students will improve in ELA by 10 points, moving from -74.1 to -64.1 points below standard, as reported on the California School Dashboard.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development based on student and staff needs.

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

Amount(s)	Source(s)
4000	Discretionary

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Software Licensing (Plura light, Membean, Turn-it-in): Software in English is utilized to support student learning through online access to critical skill development.

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

Amount(s)	Source(s)
10,000	Parcel Tax

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPED

Strategy/Activity

Collaborative English and Resource English to allow for our staff to meet the learning needs of our students: Collaborative English is a course where students will received instruction and support from a Gen Ed. teacher and an RSP teacher. The two teachers will collaborate on curriculum and instruction that meets the A-G requirements while providing additional supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Scheduling for supportive opportunities. In our master scheduling, we have aligned our ELRT and our ELD courses so that we can offer more opportunities for direct support in Math and ELA.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Instructional Technology - Listen Wise, Scholastic News Subscription specifically designed to support English acquisition.

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

Amount(s)   Source(s)

2500   Supplemental

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Bilingual Student Ambassador program: Student leaders will support EL students in Math and ELA during A+ and potentially push in to add support in class.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Our EL team has purchased several iPads to allow students to access text translation services more effectively in class and when studying.

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

Amount(s)   Source(s)

1500   Supplemental

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students scholars will experience an excellent, diverse, equitable and inclusive education. (LCAP 1) PHS will provide and promote an environment which supports social, emotional and academic well-being of all students (WASC 2)

Goal 3

PHS will develop a school culture where all students have a sense of belonging, feel supported and safe physically, mentally and emotionally.

Using the Youth truth pulse survey and annual survey results, our focus will be to identify opportunities for students to access school resources for mental and emotional wellbeing, while also focusing on building a more connected community on campus through the expansion of opportunities for student engagement.

Identified Need

Based on data from the YouthTruth survey, Listening Circles and our WASC Self Study, we have prioritized the social and emotional wellbeing of our students as an area of continued need. Students report a baseline interest or need for our school to prioritize their social and emotional well being and to address many social topics while providing a safe space for students to develop skills, get resources or access mental health support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Pulse Survey WASC Report	31% of PHS students know how to access programs or services that can help them when they are feeling stressed. 46% of PHS students reported feeling stressed out during the week of the Youth Truth Survey (January 2023) 35% of PHS students reported that there is an adult from school who they can talk to about stress.	By June 28th, 2024 the percentage of students reporting access to mental health services and programs on campus will increase by at least 10% from 31% to 41%. (State average is 42%; PCS average is 44%) By June 28th, 2024 the percentage of students reporting having at least one adult who they can talk to about stress will increase by at least 10% from 35% - 45%. (State 44% ;PCS 52%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In partnership with the SCOE and PCS, we are planning to implement the first stages of a "Wellness Center" in the PHS counseling office. The Wellness Center model is designed to encourage all students to engage in its services. Services may include the following: Snack, Clothing, health resources, mental health support, school wide events, student lead opportunities to raise awareness around campus about mental and emotional health, safe space, quiet space and much more.

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

Amount(s)	Source(s)
5000	Discretionary

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Staff training of 5 Star. Implement use of 5 star to reinforce PBIS: The 5 start program is one that PHS has been utilizing for a few years to capture student participation in school events. We plan to expand the use of this program to focus on obtaining data related to student engagement through all extra-curricular experiences including, athletics, clubs, performing arts and community service. With the implementation of PBIS, we can also utilize 5 Star to support reward systems by issuing points for positive behaviors. Our staff will continue training on the use of this program so that it is more effectively used.

5 Star conferences are available and our staff will be encouraged to participate so we can have more highly trained members to support one another.

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

Amount(s)	Source(s)
6,000	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase mindfulness activities (Yoga, Therapy Dog, Welcome Week): Student leadership will be focused on implementing more mindfulness activities throughout the school year.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and parents

Strategy/Activity

Family information events: We want to continue our partnership with our district and with local organizations to provide informational events designed to educate and inform students and families on a variety of topics.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase in LMFT support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Supplemental

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All student scholars will experience an excellent, diverse, equitable, and inclusive education (PCS District Goal 1) All students will learn in a healthy, safe, and welcoming environment that fosters equity and inclusion. (LCAP Goal 2)

Goal 4

Using the CA Dashboard CAASPP results for the Suspension Rate Indicator, our focus will be to decrease the suspension rate for all students (2.5% suspended at least one day.) and focus on developing strategies to meet the needs of our most impacted student groups (EL and Students with disabilities) as identified by our school site council members.

(WASC goal #2)

Identified Need

The data from the California School Dashboard shows a decline in the suspension rate of all subgroups, they have moved to the Medium ranking on the dashboard, but still represent a high rate. Our EL, SPED and Hispanic students are slightly higher average as compared to the state.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rate Indicator	All students: 2.5% suspended at least one day. EL: 5.6 Hispanic: 3.7 SPED: 3.9	By June 28th, 2024 All student suspension rates will drop at least .5% to 2.0% of students suspended at least one day. By June 28th, 2024 EL student suspension rates will drop at least 1% to 4.6% of students suspended at least one day. By June 28th, 2024 Hispanic student suspension rates will drop at least 1% to 2.7% of students suspended at least one day. By June 28th, 2024 SPED student suspension rates will drop at least 1% - 2.9% of students suspended at least one day.

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Positive Behavioral Interventions and Supports (PBIS). Through this, we will be able to identify Tier 1 interventions, establish school expectations and allow for our teaching staff to develop classroom expectations with their students.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

ELAC Meetings: With the guidance of our ELRT and Bilingual Community Coordinator, we hope to use these meeting times to educate our parents and students on school process and to develop a more consistent avenue for communication.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide additional mental health services for students - increased LMFT staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| 20000 | Supplemental |

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL and SPED Students

Strategy/Activity

Professional Development focused on addressing common behavioral issues that lead to suspension. Targets instruction and interventions using the SWIS and Aeries data collected from previous years.

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

Amount(s)

Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of a Student Advisory Council - Improve student voice and help promote a positive school environment.

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

Amount(s)

Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of restorative practices/other means of correction in an effort to reduce suspension.

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will have rich academic options to meet their unique needs (LCAP); Students will be prepared for post-secondary opportunities such as certificate programs and college/career (WASC);

Goal 5

Using District Measures for A-G completion rate, our focus will be to increase the A-G completion rate for all students (57.5%) and focus on developing strategies to meet the needs of our most impacted student groups (EL and Students with disabilities) as identified by our school site council members.

Identified Need

Based on data gathered by the CAASPP, Site designed surveys, Counselor feedback, staff feedback and CA Dashboard. PHS Students will have access to college and career focused course sequencing. Through this process all students will have an opportunity to engage in college and career focused course work with a completion status given to those who meet the designed requirements for the designed path.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G graduation rate - District Measures CA Dashboard	All: 57.5% EL: 15% SWD: 13.5%	By June 28th, 2024 the A-G completion rate for all students will increase by at least 2% from 57.5 to 59.7%. By June 28th, 2024 the A-G completion rate for EL students will increase by at least 5% from 15% to 20%. By June 28th, 2024 the A-G completion rate for Students with disabilities will increase by at least 5% from 13.5% to 18.5%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Printing of publications needed to promote Pathways.

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

Amount(s)	Source(s)
3600	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classroom technology support to provide every classroom has a document camera, an LCD projector or HD television and other technology to support instructional outcomes.

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

Amount(s)	Source(s)
10000	Parcel Tax

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Equitable practices in master scheduling to align sequences courses.

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

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Admin and Counselors will work with department chairs to further approve courses to be A-G.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Identify structures to ensure students who complete pathways are recognized.

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

Amount(s)   Source(s)

2,000   General Fund

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Counselors/Admin/Department Chairs

Strategy/Activity

Structure 4 year plans to increase A-G and 4 year completion rates.

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

Amount(s)   Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$88,600.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 ($)
Discretionary	$13,000.00
District Funded	$6,000.00
General Fund	$2,000.00
Parcel Tax	$20,000.00
Supplemental	$44,000.00
Unrestricted	$3,600.00

Subtotal of state or local funds included for this school: $88,600.00

Total of federal, state, and/or local funds for this school: $88,600.00

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

6 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Giovanni Napoli	Principal
Jennifer Moreno	Classroom Teacher
Heather Archibald	Classroom Teacher
Rachel Yannes	Classroom Teacher
Krista O'Conner	Classroom Teacher
Samatha Rolle	Classroom Teacher
Gigi Foster-Newman	Other School Staff
Susan Smith	Classroom Teacher
Elizabeth Clary	Parent or Community Member
Kathryn Hale	Secondary Student
Lucy Campbell	Secondary Student
Monica Roney	Parent or Community Member
William Soper	Parent or Community Member
Bryce Pattison	Parent or Community Member
Matthew Kwei	Secondary Student
Shannon Britten	Other School Staff
Steve Fuette	Parent or Community Member
Mackenzie Herman	Secondary Student

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

be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Technology 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 5/11/2023.

Attested:

	Principal, Giovanni Napoli on 5/19/2023
	SSC Chairperson, Katie Hale on 5/19/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

● Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

            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; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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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