



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peachland Avenue Elementary School	19-64832-6020804	January 29, 2025	March 25, 2025

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

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

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

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

This plan is being used by Peachland Avenue Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Plan Description

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

Peachland's school plan was developed through careful progress monitoring, collaboration, and input from all educational shareholders. Our leadership teams, school site council, and instructional collaboratives reviewed data throughout the school year. They assessed the needs of our school based on student outcomes, evidence of instructional effectiveness, and resources utilized to promote student achievement. A review of the 2024 Dashboard and demographic data was used to assist in monitoring the growth of specific populations, such as our students experiencing homelessness. This plan will outline the metrics to evaluate our progress toward four main goals and our expected 2025-2026 school year outcomes. Goal 1 is focused on ensuring that all students achieve academic success, fostering a positive and inclusive learning environment; Goal 2 is focused on enhancing student engagement and promoting a positive school climate, ensuring that every student feels connected, supported, and motivated to participate in their education actively; Goal 3 is focused on expanding our partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success; Goal 4 is focused on ensuring that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with students. These goals require strategic and intentional planning using research-based practices, progress monitoring, and creative delivery.

Educational Partner Involvement

How, when, and with whom did your Peachland Avenue Elementary 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

Peachland's leadership team, Positive Behavioral Interventions and Supports team, and intervention team have ongoing critical roles in analyzing and implementing our SPSA goals. Student progress is monitored throughout the school year. Using the Curriculum Alignment Data Reflection process, Peachland teachers engage in team meetings, where teacher teams analyze data to determine student needs and required learning supports. Through five cycles of instruction and assessment, trends are reviewed and analyzed to monitor instructional effectiveness and the alignment of SBAC rigor. Attendance data and PBIS data determine our efficacy in social-emotional programming. Universal screeners and district-created cycle assessments ensure that we effectively utilize our intervention resources. Each team meets regularly throughout the month to collaborate, analyze, and review in monitoring our school's priorities and goals.

Ongoing conversations regarding student performance and progress take place during staff meetings. The goals are reviewed and discussed throughout the school year. New goals are developed in Data Reflection Sessions. Reviewing the SPSA is a standing item on the School Site Council agenda, as funding needs to be identified and ultimately approved. The plan was reviewed and approved by the School Site Council on January 29, 2025. The final draft plan will be brought to the Governing Board on March 25th for presentation and approval.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Data from the 2024 California Dashboard shows that the All Student group is in Orange in academic performance in English Language Arts and English Language Performance. This year, there were zero student groups in the red zone. Though still in the orange, the 2024 Fall California Dashboard data for the Academic Achievement indicator shows that students with Chronic Absenteeism increased by 0.4 percentage points in the EL subgroup and 0.6 percentage points in the Students with Disabilities student group. In Chronic Absenteeism, all students scored in orange, White and Homeless Youth scored in orange, and Socioeconomically Disadvantaged and Hispanic students scored in yellow, a significant increase from last year. The Dashboard indicates that the overall Suspension rate was yellow, with Students with Disabilities in the orange rating, while Socioeconomically Disadvantaged students scored in the green rating. The

data suggests a need to increase achievement for all students. Achieving the goal of reaching the Blue category will require an even more intentional approach. First, consistent formative assessments must be prioritized to closely monitor student progress, allowing teachers to effectively adjust instruction in real time to address learning gaps. Second, maintaining high expectations through explicit direct instruction will ensure that students are actively engaged, held accountable for their learning, and consistently working toward mastery of grade-level standards. By continuing to refine these practices and leveraging data-driven decision-making, the school is committed to accelerating student achievement and making steady progress toward the Blue category on the California School Dashboard.

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

The 2024 Fall California Dashboard data for the Academic Achievement indicator shows that student groups performed within the range of all students in English Language Arts, Math, and the Suspension rate.

Other Needs

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

In addition to Dashboard data, our site uses English Language Arts Cycle Assessment data and Math unit tests to monitor the progress of our student groups. We continue to see achievement gaps between student groups at Peachland. We use this data to drive our efforts toward improvement.

To address the low ratings in chronic absenteeism and suspension, our site uses an office discipline referral system to monitor behavior trends. Many referrals currently arise from opportunities to support positive behavior growth and enhance peer relationships. Our staff, with the help of our counselor, reviews and reteaches our expected behaviors through our Positive Behavior & Intervention Supports Team.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
465	61.8%	26.8%	0.4%

Total Number of Students enrolled in Peachland Avenue Elementary 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.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	103	26.8%
Foster Youth	2	0.4%
Homeless	68	14.6%
Socioeconomically Disadvantaged	291	61.8%
Students with Disabilities	87	18.7%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	6	2%
American Indian	2	0.04%
Asian	6	2%
Filipino	4	0.08%
Hispanic	276	59.3%
Two or More Races	45	0.9%
Pacific Islander	1	0.02%
White	125	26.8%

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow

English Learner Progress



Orange

School and Student Performance Data

Academic Performance English Language Arts

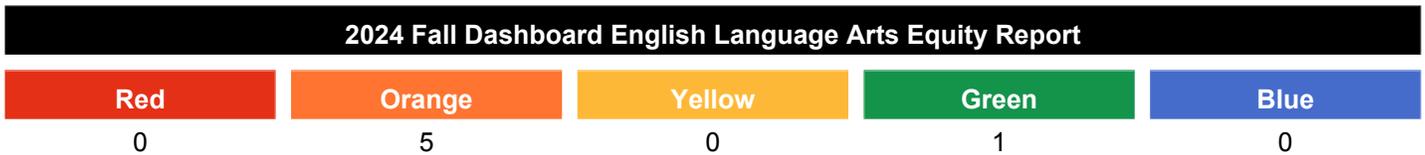
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.7 points below standard</p> <p>Declined 19.3 points</p> <p>221 Students</p>	<p>English Learners</p> <p>Orange</p> <p>53.8 points below standard</p> <p>Declined 25.9 points</p> <p>70 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>Orange</p> <p>64.4 points below standard</p> <p>Declined 4.6 points</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>33.1 points below standard</p> <p>Declined 23.5 points</p> <p>143 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>69.9 points below standard</p> <p>Declined 48.3 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>28.7 points below standard</p> <p>Declined 16.3 points</p> <p>131 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>31.8 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>34 points above standard</p> <p>Declined 20.5 points</p> <p>70 Students</p>

School and Student Performance Data

Academic Performance Mathematics

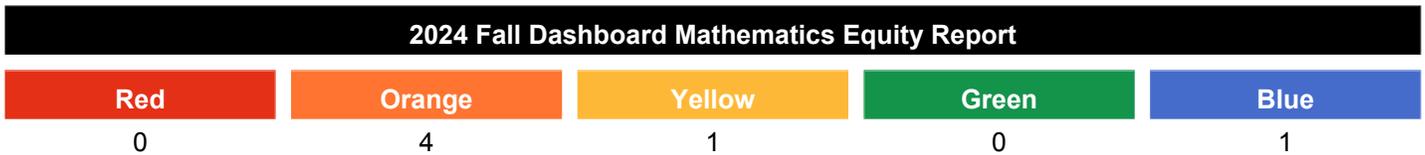
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>1.9 points below standard</p> <p>Declined 10.2 points</p> <p>223 Students</p>	<p>English Learners</p> <p> Orange</p> <p>46 points below standard</p> <p>Declined 19.3 points</p> <p>72 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> Orange</p> <p>54.4 points below standard</p> <p>Maintained 2.4 points</p> <p>36 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>23.4 points below standard</p> <p>Declined 12.4 points</p> <p>145 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>46.2 points below standard</p> <p>Declined 14.3 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>26.7 points below standard</p> <p>Declined 10.4 points</p> <p>133 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>13.2 points above standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>46.9 points above standard</p> <p>Maintained -2.3 points</p> <p>70 Students</p>

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 43.4% making progress. Number Students: 83 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.9%	33.7%	6%	37.3%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 17.2% Chronically Absent Maintained -0.4 495 Students	English Learners Red 22.1% Chronically Absent Increased 4 140 Students	Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless Orange 20.5% Chronically Absent Declined 4 73 Students	Socioeconomically Disadvantaged Yellow 19.7% Chronically Absent Declined 0.5 314 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>19.6% Chronically Absent</p> <p>Increased 5.7</p> <p>92 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>19.4% Chronically Absent</p> <p>Declined 0.8</p> <p>294 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.6% Chronically Absent</p> <p>Increased 7.5</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>12.6% Chronically Absent</p> <p>Increased 0.9</p> <p>135 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

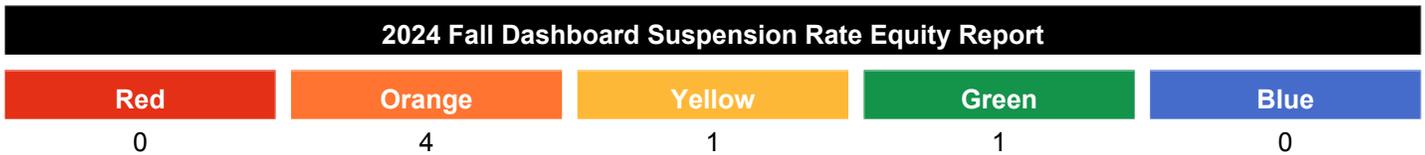
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>504 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>143 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 2.6%</p> <p>76 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Maintained 0.2%</p> <p>321 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.6%</p> <p>92 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>299 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.7%</p> <p>44 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.8%</p> <p>137 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

Identified Need

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

The 2024 English Language Arts California Assessment of Student Performance and Progress data shows that 50.22% of Peachland 3rd- 6th-grade students met or exceeded the standard. Upon further analysis, in the orange rating, the student populations of concern are English Learners, Hispanic students, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. At Peachland, we recognize that literacy is a crucial school system focus. Our daily reading instruction includes whole group, small group, and targeted intervention instruction. These three parts are critical to the success of our readers. Teachers will provide scaffolded instruction to meet students' individual needs while maintaining a rigorous pacing guide aligned with our district cycles of instruction and assessment calendar. Each trimester, our staff attend a professional development led by our Learning Support Teacher, focusing on phonemic awareness, phonics, syllabication rules, decoding strategies, and increasing reading fluency and comprehension.

The CAASPP results culminate instructional practices and skills acquired in preceding grades and demonstrate years of service to our students.

The 2024 Math California Assessment of Student Performance and Progress data shows that 52% of Peachland 3rd-6th-grade students met or exceeded the standard. Further analysis indicates that the student populations of concern are English Learners, Homeless Youth, and Students with Disabilities in the orange rating and Socioeconomically Disadvantaged students in the yellow rating. Teachers will receive grade-level release time to focus on their priority standards and define proficiency to inform instruction. Grade-level teams will work to provide grade-level math intervention cycles during the school day for reteaching and extension of skills.

The 2024 California Science Assessment data shows that 42% of Peachland 5th-grade students met or exceeded the standard. We must continue to develop our instructional knowledge of the Next Generation Science Standards and become more familiar with our district curriculum to ensure that at least 80% of our students demonstrate proficiency on the 2025 CAST.

The 2024 English Language Proficiency Assessment of California data shows that 14% of Peachland students scored in the Proficiency Level 4: Well Developed category, 33% scored in the Moderately Developed category, 24% scored in the Somewhat Developed category, and 29% scored in the Beginning to Develop category. Upon further analysis, fifth grade had the most students at Level 1. Where the Speaking Domain had the best performance rating at 34% Well Developed, the Reading Domain scored the lowest with 11%, Well Developed. At Peachland, 103 students are identified as language learners. Of those students, 27 are at risk of being Long Term English Learners (LTEL). Per the CDE, "Long-term English learner (or LTEL) is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills." In response to this data, our staff maintained a master schedule with a protected block for ELA and ELD instruction. This school-wide effort ensures that English Language Development instruction is prioritized and protected daily.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts:	Overall color ranking: Orange Points from standard: -6.7 Change from the previous year: -19.3 points No Student Groups performed below all student rating.	The school will increase at least one color rating to Yellow. All student groups not reaching the overall school rating will increase by at least one color rating: English Learners increase to Yellow Socioeconomically Disadvantaged increase to Yellow Hispanic increase to Yellow Students with Disabilities increase to Yellow
California Dashboard Indicator for Mathematics:	Overall color ranking: Yellow Points from standard: -1.9 Change from the previous year: -10.2 points Student groups that performed below the overall school rating: English Learner: Orange Student with Disabilities: Orange Hispanic: Orange Homeless Youth: Orange	The school will increase at least one color rating to Green. All student groups not reaching the overall school rating will increase by at least one color rating: English Learners increase to Yellow Socioeconomically Disadvantaged increase to Green Hispanic increase to Yellow Students with Disabilities increase to Yellow
California Dashboard Indicator for English Language Proficiency	Overall color ranking: Orange Percent of students who maintained a level 4 or increased one ELPI level: 47%	The school will increase at least one color rating to Yellow. All EL students will increase one ELPI level or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient or Exceeded by Cycle Kindergarten: Cycle 1: 77% Cycle 2: 78% Cycle 3: 76% First Grade: Cycle 1: 84% Cycle 2: 81% Cycle 3: 86% Second Grade: Cycle 1: 66% Cycle 2: 63% Cycle 3: 75%	Each grade level to increase the number of students meeting or exceeding standards by the Cycle 5 ELA assessment. Kindergarten increase by 9% First grade increase by 4% Second grade increase by 5%
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	Percent Proficient by Unit Kindergarten	Each grade level to increase the number of students meeting or

	Unit 1: Not required, no data Unit 2: 81% Unit 3: 79% Unit 4: 83% First Grade Unit 1: 89% Unit 2: 84% Unit 3: 85% Unit 4: 88% Second Grade: Unit 1: 81% Unit 2: 67% Unit 3: 70% Unit 4: 79%	exceeding standards by at least 5 percentage points.
California Science Assessment (CAST)	42% of 5th graders were proficient on the 2024 CAST	80% or more of the 5th grade students will meet or exceed proficiency on the CAST.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The general education teachers will use curriculum alignment strategies and processes to provide Tier 1 and Tier 2 instruction for all students. Teachers will teach five instruction cycles focused on five pre-determined essential standards every six weeks.	All Students	0 LCFF/District Funded District Programming
1.2	Assessments: In K- 6th grade, all students will be assessed using the district English Language Arts Cycle assessments. Teachers will be involved in developing and implementing assessments. Release time will allow teachers to analyze data to determine intervention cycles, differentiated small groups, and enrichment opportunities.	All Students	5,000 Title I Teacher hourly, team release time for planning and data analysis 0 LCFF/District Funded District Assessments
1.3	The general education teacher will provide Tier 1 instruction for all students in whole and small groups. Tier 1 instruction will focus on grade-level content and Reading Standards for Foundation, Information, and Literature. Teachers will use the district-adopted curriculum along with supplemental resources.	All Students	0 LCFF/District Funded District Curriculum
1.4	The general education teacher will provide Tier 1 instruction for English Learner Students in both whole and small group settings. Teachers at Peachland are committed to teaching the district-adopted curriculum, including designated and integrated English Language Development. The staff will use district-approved programs and strategies such as Be GLAD (Guided Language Acquisition Design) strategies, and systematic phonics instruction in UPK-2nd grades. Teachers will be provided with release time to create Be GLAD resources.	EL Students/ Homeless/ Chronic Absenteeism	0 LCFF/District Funded No Additional Costs 3,000 Title I Teacher release for Be GLAD work, materials, teacher hourly

<p>1.6</p>	<p>All students will participate in Tier 1 and Tier 2 collaborative What I Need (WIN) cycles for ELA intervention in the classroom.</p> <p>Additionally, teachers and intervention staff will meet regularly to discuss student progress on Universal Screeners and district assessments, to form WIN groups across grade levels, and to provide daily lessons for students in 4-6 week cycles. The site Leadership team will work with the Learning Support Teacher and WIN teachers to offer small group Tier 2 and Tier 3 reading instruction around phonics. Reading intervention instruction will be administered with specific learning targets, including universal screening tools or teacher-created common formative assessments to measure growth and monitor progress. Professional Learning Communities (PLC) and leadership teams will work with the Learning Support Teacher and WIN teachers to build appropriate groupings and provide needed support. Teachers in the primary grades will be able to participate in the IMSE Orton Gillingham Comprehensive Training to strengthen their skills around direct instruction.</p> <p>The upper-grade focus will use the same intervention and cycle model as listed above, emphasizing reading fluency that builds to comprehension.</p>	<p>All Students • and- Reading Intervention Students with Identified Needs</p>	<p>0 LCFF/District Funded Learning Support Teacher 36,000 Title I 1 Part Time WIN Teacher 16,000 Title I 1 Curriculum Specialist 49,000 Title I 1 Part Time WIN Teacher 3,000 Supplemental Intervention Supplies</p>
<p>1.7</p>		<p>All Students</p>	
<p>1.8</p>	<p>Afterschool Math Intervention is a four-week cycle after Spring Break for students in K-6th grades to recoup skills and reteach in preparation for end-of-year assessments and matriculation.</p>	<p>Intervention students in grades K-6</p>	<p>3,000 Title I Teacher hourly, supplies</p>
<p>1.10</p>	<p>In-school math intervention groups will include enrichment opportunities. Teachers will receive grade-level release time to focus on their priority standards and define proficiency to inform instruction. Grade-level teams will work to provide grade-level math intervention cycles during the school day for reteaching and extension of skills.</p>	<p>All Students</p>	<p>6,000 Supplemental Teacher hourly, release time, materials</p>
<p>1.11</p>	<p>Literacy Leaders - a club to promote both leadership skills in upper-grade volunteer students and literacy skills for the students receiving the assistance. Students commit to a two times a week, 4-week cycle to mentor younger students. They are equipped with a supply bag and materials for each visit. One teacher oversees and organizes the group.</p>	<p>All Students</p>	<p>1,500 Supplemental Supplies and Teacher hourly</p>
<p>1.12</p>	<p>Science Lab - Students will engage in hands-on science learning in the science lab. Students in kindergarten will attend monthly, students in grades one and two will attend biweekly, and students in grades three through six will attend weekly. This hands-on instruction will be taught by the classroom teacher. The lessons align with classroom instruction and provide students with a deeper understanding through kinesthetic learning.</p>	<p>All Students</p>	<p>0 LCFF/District Funded 1,000 Supplemental Additional and specific grade level lab supplies</p>

1.13	Expand classroom and school libraries to ensure access to inclusive, multi-cultural, and diverse book titles in both English and Spanish.	All Students	2,000 Title I books
1.14	Bi-monthly Student Success Team Meetings to address teacher or parent concerns in academics, behavior, and or attendance.	All Students	3,000 Title I Teacher hourly, substitute coverage, supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year, our staff committed to the curriculum alignment work. Six teachers attended the summer institute for assessment creation, and at the end of the year, the team leaders will meet across the district to refine the essential standard matrix. In addition, for on-site professional development, our Learning Support Teacher provided three unique workshops to increase our primary teacher's pedagogy of foundational reading skills and comprehension strategies. Our Instructional Leadership Team offered professional development in the following areas: unwrapping anchor standards, grade-level articulation, addressing the academic needs of our homeless students, and delivering English Language Development instruction. These professional development sessions proved to be a valuable use of time where teachers collaborated and shared both strengths and challenges. The time spent learning new strategies directly impacted lesson delivery and student engagement. Grade levels worked diligently to understand the rigor of standards, the Smarter Balanced assessment system, question stems, claims, and targets to calibrate the instruction and build their understanding of state test expectations. Implementing and maintaining a protected block schedule was an effective tool for providing grade-level intervention groups, including our site and district WIN (What I Need) intervention team. We continued to provide Home Connect devices for students needing technological support at home and to ensure that students could access Dreambox, Imagine Learning, and other school resources from home. We continued to hold monthly Student Success Team (SST) meetings for students struggling with academics, behaviors, and/or attendance. These meetings allowed the staff to build stronger connections with families and set attainable goals measured in a 4-6 week cycle. We also held regular family meetings with the School Attendance Review Team (SART) to address challenges and barriers prohibiting students from attending school regularly. Both the SST and SART meetings have proven to be an effective use of funds, time, and efforts, as we have seen an improvement in scores, identified special education needs, and improved attendance.

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

The English Language Arts and English Language Development "master schedule/protected block time" was impacted by the addition of Proposition 28 Art instruction. In order to meet both criteria, some grades experienced challenges in schedules and maintaining a set ELA/ELD time each day. We will continue to build a schedule that best suits all student needs and creatively design the day to maximize student learning.

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

The goals that we proposed in the prior year will continue to be assessed and evaluated for their efficacy in the coming year. In addition to focusing on curriculum alignment and assessments, we will be adding to our professional development goal around providing effective tier 2 supports in classrooms to meet the needs of our students. This will be addressed in goal 4. This year, our WIN team will partner with the 5th grade team to implement morphology lessons from K-6th to increase writing and reading comprehension skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

Identified Need

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

Regular school attendance is a critical factor in student achievement. The 2024 Dashboard data indicates that our Chronic Absenteeism percentage is 17%, which decreased by 0.4%. Of this group, the English Learner population is in the red category at 22%, Homeless youth in orange at 21%, Socioeconomically Disadvantaged students are in yellow at 20%, Hispanic students are in the yellow at 19%, and Students With Disabilities are in orange at 19%. In addition to decreasing the overall percentage of chronic absenteeism, the following groups decreased: Homeless Youth by 4%, and Socioeconomically Disadvantaged by 0.5%. In response to this data, our school has implemented incentives for attendance. Classes are recognized for daily perfect attendance, students are recognized for monthly perfect attendance, and students are recognized for improved attendance every 8 weeks. Our Student Success Team and School Attendance Review Team address chronic absenteeism through regular parent meetings and home visits. Our staff works to connect families to resources and make regular phone calls to parents of chronically absent students. We believe that by creating a connection and building a relationship with our families, we will support our students and improve their attendance.

The 2023 California Healthy Kids Survey (CHKS) yielded the following outcomes:

Students who feel safe at school: 86% (5% decrease)

School connectedness: 72% (7% decrease)

These two areas directly impact student engagement and the overall school climate.

Our staff has received professional development from our counselor, ERICs therapist, and Kaiser Permanente Mental Health to grow our understanding of Social-Emotional Learning and address student needs. The CHKS results for students feeling respected at school received 85%. This encouraging data demonstrates that our collective efforts are working towards a safe environment. We aim to increase all indicators to 80% in the upcoming year. We will share this data, and with the help of our Positive Behavioral Intervention Supports Team, Student Council, and clubs, our students will become more connected to school and value their time at Peachland.

One of our Comprehensive School Safety Plan goals is the ongoing professional development and training of our PBIS team. We will enhance and share our practices with our staff to better address our students' needs and promote a safe and positive school climate. The 2024 Dashboard data indicates that our Suspension rate is in the yellow, with English Learners, Homeless Youth, and Students With Disabilities in the orange. These student groups continue to receive Tier 2 and Tier 3 strategies with staff, service providers, and guardians. Throughout the year, the team works to shape and improve their behavior and understanding of school expectations.

Annual Measurable Outcomes

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

Metric/Indicator			Baseline/Actual Outcome	Expected Outcome
California Indicator	Dashboard Suspension		<p>Overall color rating: Yellow Percent suspended at least one day: 0.8% Increase of: 0.4%</p> <p>English Learner: Orange Homeless Youth: Orange Students with Disabilities: Orange White: Orange</p>	<p>The school will increase rating to at least Green.</p> <p>All student groups will increase by at least one color rating. Socioeconomically Disadvantaged: Increase to Blue Students with Disabilities: Increase to Yellow White: Increase to Yellow English Learner: Increase to Yellow Homeless Youth: Increase to Yellow</p>
California Indicator	Dashboard Chronic Absenteeism		<p>Overall color rating: Orange Percent chronically absent: 17% Decrease of: 0.4%</p> <p>English Learner: Red</p>	<p>The school will increase by at least one color rating to Yellow.</p> <p>All student groups will increase by at least one color rating. English Learner: Orange Homeless Youth: Yellow Socioeconomically Disadvantaged: Green Students with Disabilities: Yellow Hispanic: Green White: Yellow</p>
California Healthy Kids Survey			<p>2023 Data Percentage of students engaged based on key indicators: School connectedness: 72% Academic motivation: 75% Social and emotional learning supports: 66% Feel safe at school: 86%</p>	<p>Will score 80% or higher in each indicator.</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>PBIS - In order to promote a positive school climate that respects all members of the school community, students will be provided opportunities to learn through direct instruction on school-wide behaviors and expectations. These direct instruction and learning opportunities will be facilitated through the site-based comprehensive Positive Behavioral Intervention and Supports (PBIS) program. Activities and events designed to foster student engagement and build a sense of community include monthly PBIS rallies, PBIS trolley, PBIS reward events and activities, and PBIS pride tickets for individual recognition.</p>	All Students	<p>3,960 LCFF/District Funded Supplemental PBIS Funding 3,000 Base Grant PBIS Incentives</p>
2.2	<p>Student Leadership - In order to promote leadership, our student council will continue to grow in their</p>	All Students	<p>2,500 Base Grant</p>

	practices and school visibility. This group meets monthly with a lead teacher. Student council is responsible to collect ideas and represent students in designing activities to promote students' connectedness to the school environment. The creativity of students can result in school wide events, community philanthropy, and family events. Student leaders will explore strategies to get input from the general student population. Student council assists with morning valet, assisting UPK and K students, and running PBIS rallies.		Teacher hourly, supplies
2.3	Social Emotional Learning - In order to promote our SEL practices, our counselor will continue to outfit our Wellness Room with sensory items, snacks, and relatable games and materials. Students who need additional behavior support will also have the opportunity to work in small groups with our counselor to address Tier 2 and 3 needs.	All Students	1,000 Supplemental Supplies
2.4	Attendance - In order to promote regular attendance, our staff will continue to provide incentives; including daily, weekly, monthly, and individual recognitions. Students can earn extra recess, lunch passes, restaurant gift certificates, pencils, and brag phone calls home. Students are given monthly "perfect attendance" badges to wear at the PBIS rallies.	All Students	2,000 Base Grant Supplies, Safety Supervisor hourly for extra recess
2.5	Attendance—This year, we continued to host regular attendance review team meetings with families, conduct home visits, connect families to resources, and set and monitor student attendance goals. The team develops a personalized strategic plan for parents and students to improve attendance outcomes.	All Students	2,000 Title I Teacher Hourly, sub coverage, supplies
2.6	YMCA Recess Program - In order to promote school safety, PBIS expectations, and conflict resolution, our district has partnered with the local YMCA to run and organize structured games at recess and lunch.	All Students	0 LCFF/District Funded No additional cost
2.7	PBIS Signage - In order to reinforce the PBIS expectations, we will post additional signage around campus and revisit the expectations regularly with students, safety supervisors, and staff. Our staff will promote positive interactions and behavior by distributing PBIS pride tickets more often.	All Students	500 Base Grant Signage costs
2.8	PBIS Peachland Problem Solving Wheel Stickers and signage (posters)	All Students	500 Supplemental Sticker and Poster costs
2.9	Public Announcements - for accomplishments like Dreambox lessons, sightwords, and improvements	All Students	0
2.10	School-based clubs: soccer, garden, theater, book, lego, PBIS scouts, morning greeters	All Students	1,000 Supplemental Supplies and rewards
2.11	Care Solace Platform	All Students	0 LCFF/District Funded
2.12	Trimester School Attendance Review Team meetings to address concerns in attendance.	Chronically absent or students with	1000 Supplemental

	Chronically absent or students with attendance concerns	attendance/tardy concerns	Teacher hourly, substitute coverage, supplies
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year, our student council has become more visible among the students and staff. They assist with morning arrival and PBIS rallies. They promote PTA and school events with their buddy classes and are often seen in spirit wear. These student leaders are promoting school engagement and participation. They partner with our PBIS team to run the PBIS rallies and highlight the month's character trait with short skits performed for the school. As a staff, we committed to recognizing, teaching, and highlighting a specific shared character trait each month. Students are recognized at PBIS rallies, and expectations are reviewed during Monday Morning principal announcements. Our students continue to be challenged by recess and less structured times of the day. Adding the YMCA coaches to our recess play times has proven to help our students better understand the games and expectations for following rules. Having the PBIS Team as a standing item on the staff meeting agenda has proven effective. The staff can analyze data trends and create real-time solutions to campus issues.

In addition, we created eight lunch-time clubs to provide students with alternatives to regular recess play and to get engaged in an extra-curricular or hobby of interest. Our clubs are set up by 12-week cycles, and students attend informational meetings, sign contracts, and make commitments to become members. We believe that when students have a positive outlet during the school day outside of academics, they are more inclined to engage with their peers, build leadership skills, and promote school belongingness.

Adding the SART School Attendance Review Team meetings to our calendar has proven beneficial. We have seen students set goals and make individual improvements. We have connected families to the necessary resources to eliminate their attendance barriers. Our counselor and community outreach personnel work alongside our families and partner them with community resources to meet their individual needs. This year, our school leader was recognized as a "School Hero" for the high volume of referrals and connections our students made to outside therapy. Our students' mental health is a priority.

This year, our school was recognized and awarded for the following:

- *GOLD Recognition - Positive Behavior Intervention Support Award
- *Super Care Hero Award - Care Solace Partner, principal earned an award for connection student with mental health care
- *School Honor Roll - Educational Results Partnership
- *Adopt-A-Classroom Grant - Subaru of Valencia

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

The staff focus has been on curriculum alignment, and therefore, most of the professional development and release time was spent on instructional efforts. One of our challenges this year was getting our staff formally trained with the Character Strong Tier 1 Curriculum. In spite of this challenge, our PBIS team implemented a regular Check-In Check-Out system for our Tier 2 and Tier 3 students across all grade levels. Their efforts were shared at staff meetings, and teachers reported that students had positive interactions with their Check-In Check-Out staff members. We are fortunate at Peachland that all staff members view all students as their own. A team effort is evident in strategic planning and implementation for Tier 2 and Tier 3 cases. We also implemented a school-wide Problem Solving Wheel, led by our Safety Supervisors and PBIS Team. Students are encouraged to solve peer conflicts using the student-friendly tool.

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

As we advance, our PBIS team will continue implementing Tier 2 practices. During our staff meetings, we will include more professional development for social-emotional learning and calibrating the school-wide expectations. The strategies listed above are consistent with plans that we have had in place, but we continue to build our capacity around them for continued growth. Our PBIS efforts proved fruitful as Los Angeles County of Education awarded us the GOLD recognition for implementing the strategies. This year, we are piloting a digital Office Discipline Referral system; if the tool proves effective, we will implement it school-wide. For the next school year, our staff is collaborating on ways to incentivize and reward improved attendance by using a targeted token economy for absenteeism to receive awards for school attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

Identified Need

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

Parent involvement and engagement at Peachland is an integral part of student success. When we have events for the whole school, our turn out is high; however, when the events are only intended for a specific group (ex: ELAC, learning support), only a very small percentage of those invited actually attend. Staff will use PBIS incentives to increase parent participation, like earning extra recess for attending events. Transportation and time of day are areas we have explored in addressing the low attendance of specific student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: 90% Percentage of parents who indicate that the school communicates with parents: 86%	To maintain parent agreement that they are encouraged to participate in school activities to 90% or higher. To increase the parent agreement that the school communicates with parents to 90% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: 100-200 Average number of families that attend learning / enrichment events: 10-30 Average number of parents that attend learning / support events: 5	To increase the average number of families that attend social events to 250 or more. To increase the average number of families that attend learning / enrichment events to 50 or more. To increase the average number of parents that attend learning / support events to 50 or more.
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 95% 443/467 students	To increase parent attendance to 98% or higher.

Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 4, Percentage of EL students represented: 5% School Site Council: Number of meetings 10, Average percentage of elected members who attend: 95% Parent Teacher Association: Number of meetings 10, average number who attend: 25	To increase representation at the ELAC to represent 25% of English learning students. To maintain elected member attendance at SSC meetings at 95% or higher To increase parent participation at PTA meetings to an average of 50 attendees
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent participation - Work with teachers and staff to offer student performances and/or input at parent meetings to achieve higher attendance for families. Students love performing for parents and parents love to see their children so this will be mutually beneficial for all.	All Students	0
3.2	Parent participation - to increase attendance at events, include materials, and provide child care.	All Students	1,000 Supplemental Childcare coverage
3.3	Parent participation - add a Sign-Up Genius for parents to have a responsibility and role in the event.	All Students	0
3.4	Communication - continue to provide weekly parent messages that highlight student achievement and provide event information. Send reminder messages, fliers, marquee announcements, phone calls, personal invitations, student incentives, and signage.	All Students	0 LCFF/District Funded Parent Square
3.5	Communication - provide trimester surveys to parents to get a pulse in real time and monitor the school effectiveness. Surveys would poll safety concerns, parent events, workshop requests.	All Students	0 LCFF/District Funded Parent Square
3.6	Parent Education - offer trainings on the use of Parent Square, Aeries, Dreambox, Imagine Learning, and email. Parents could sign up to learn how to support their student from home using Home Connect or personal devices. *Adding this to the end of the first PTA meeting and Family Picnic - led by our Community Liason and Site Technician	All Students	1,000 Title I Staff hourly, supplies
3.7	Use of Newhall Community Center to bring Peachland to the east side of Newhall for Parent Workshops and ELAC meetings.	All Students	1000 Supplemental rental and supplies
3.8	Parents of English Learner students will be invited to participate in programs to establish important family reading routines with their children in the home. Parents engage with school staff to learn	EL Students	1200 Title I Parent Engagement Workshops, prep, teacher hourly, incentives, translation,

	essential reading techniques and strategies to enhance their child's English literacy skills. Literacy Workshops for Language Learners Understanding the English Language Proficiency Exam		transportation, community center rental
3.9	<p>Parent Engagement Nights</p> <ul style="list-style-type: none"> Literacy Workshops will be offered to promote literacy in the home. Families will learn strategies to build foundational reading skills. Math Family Nights will be offered to increase math fluency and habits of a mathematician; families will learn strategies to support math skills. District Science Nights will be offered to promote understanding of science phenomena. District Poetry Nights will be offered to promote literature, prose, and poetry for upper-grade students. 	All Studnets	0 LCFF/District Funded No Additional Cost 3000 Supplemental Teacher hourly to design, prep, and implement workshops, materials, translation services, day care services, incentives

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our weekly communication keeps parents informed and encourages families to attend events. The average attendance of school wide events is 200 families. We would like to see more families represented from all of our neighborhoods. Parent attendance to fall conferences continues to be a successful participation rate. At 95% our staff would like to see 100% of all students making at least one touch-point in the school year with the teacher with the primary focus on academic achievement.

This year, our assistant principal and community outreach personnel held an English Language Advisory Council meeting at the Newhall Community Center. This event had the highest attendance of families participating. We plan to hold at least two of the four meetings at the community center next year.

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

Parent Workshop attendance continues to be a challenge. We set aside funding for reading workshops including incentives, resources, and childcare, and had limited attendance. By Spring, we decided to partner with our nearby schools and host joint parent workshops.

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

To improve the attendance of events, we will create more dynamic interactive formats and improved communication about how they directly impact student achievement . The above strategies will increase our outcomes in the coming year. In addition, we will continue to build community partnerships with food trucks, small businesses, and sponsorship to enhance parent events.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Basic Services, Implementation of State Standards, and Access to Courses

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

Identified Need

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

Peachland's school-wide instructional focus for the 2024-2025 school year was to align the curriculum with a focus on instructional rigor using a five-cycle instruction pacing guide and assessment plan to meet the various needs of our learners. We utilized staff meetings to provide professional development, grade-level meetings to analyze instruction and student performance, and release time to prepare and plan for upcoming assessments and units. Our staff participated in creating district assessments and the ongoing professional development provided by instructional services. These efforts will effectively use our time and skill set as students move from Yellow to Green on the Dashboard indicator ratings. This practice will continue into the 2025-2026 school year.

In Math and Science, our staff will continue to build our capacity for district-adopted curriculum and implementation. The Peachland staff recognizes that CAST and CAASPP scores culminate grades taught and reflect a collective effort. We understand that all grade levels must ensure that common vocabulary is used, science labs are consistent, and reteaching lessons may be necessary. Our staff will continue to use release time to design math intervention cycles within the school day to provide built-in time for reteaching and enrichment opportunities.

Achieving the goal of reaching the Blue category will require an even more intentional approach. First, consistent formative assessments must be prioritized to closely monitor student progress, allowing teachers to adjust instruction in real time to address learning gaps. Second, maintaining high expectations through explicit direct instruction will ensure that students are actively engaged, held accountable for their learning, and consistently working toward mastery of grade-level standards. By continuing to refine these practices and leveraging data-driven decision-making, the school is committed to accelerating student achievement and making steady progress toward the Blue category on the California School Dashboard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Development / Professional Development	<p>The following Professional Development was offered in 24-25:</p> <ul style="list-style-type: none"> Phonemic Awareness Strategies Multi-sensory tools to build phonics Syllabication Rules Sight word Strategies Reading Strategies for Tier 1 & Tier 2 Instruction Creating and maintaining small group reading programs Guided Language Acquisition Design Strategies Pegging the Rigor using SBAC claims, targets, and content specifications Understanding the intent and procedures of the Student Success Team Understanding the impact of homelessness and the Peachland student Understanding inclusive instruction and providing the least restrictive environment for learners Social Emotional Learning Strategies - provided by our site counselor and PBIS Team 	<p>Professional goals/outcomes for 2025-2026:</p> <p>Utilizing the daily learning from professional development, as seen in lesson delivery and interactions with students, parents, and staff, ultimately increases student engagement and improves student achievement.</p> <p>Teachers will do this by attending a minimum of 6 professional developments, focusing on one or two areas of growth, and then charting how to use the learning with a descriptor or example of effectiveness.</p>
Instructional Leadership Team Data Analysis and Outcomes	<p>Regular Instructional Leadership Team meetings provide opportunities for logistical procedures and site concerns. In addition, our leadership team focuses on programming and meeting the needs of our specific populations using high-leverage action strategies we have learned through our book study. We are committed to providing students with a common curriculum, equal access to materials, creative outlets, and rigorous expectations. The team meets regularly to review school-wide efforts, and next year, we will include a data system to monitor student achievement and growth.</p>	<p>Leadership expected outcome/actions from data analysis in 2025-2026:</p> <p>Continue to implement a school-wide data collection system that monitors growth monthly and provides a visual for all staff members to gauge progress. This system will be the tool that provides evidence of the professional development our teachers are implementing.</p>
Positive Behavioral Interventions and Supports Professional Development	<p>Our PBIS team will continue to focus on developing our Tier 2 behavioral supports. Our team has worked together for multiple years and has received training at the district and county levels. This year, the team will continue to provide more support during staff meetings to share behavior trends and data, calibrate behavior concerns, and monitor the check-in/check-out system.</p>	<p>Our school will increase by at least one color rating on the suspension indicator and chronic absenteeism indicators.</p> <p>Peachland will score 80% or higher in each of the California Healthy Kids Survey indicators.</p> <p>Our school will earn the PBIS recognition award aligned to the effectiveness of our program.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional learning around the blueprints and targets - continue to work with our district Instructional team to study the blueprints and learning targets to focus our learning with the level of rigor expected on the CAASPP exam. Allow teams time to work together beyond district training to deepen their content knowledge around claims and targets.	All students	0 LCFF/District Funded no additional cost 7,000 Base Grant Teacher hourly, resources, substitute coverage, prep
4.2	Instructional Leadership Team training focusing on tier 2 academic support—As leaders, we meet regularly to discuss progress within grade levels and examine vertical alignment.	All Students	1,000 Base Grant Team Leader Hourly
4.3	Grade-Level Team Leaders: team leaders and administration work together to provide a school-wide safety procedures to improve student achievement.	All Students	0 LCFF/District Funded Team Leader Stipend
4.4	Professional learning facilitated by the PBIS team, administration and school psychologist to build capacity around tier 2 behavior and academic intervention.	All Students	0 LCFF/District Funded PBIS ongoing training 1,000 Supplemental Teacher Hourly for team 3,000 LCFF/District Funded PBIS Budget
4.5	Professional Learning Opportunities to work with district coach on implementation of math intervention and tier 2 strategies. (guided planning)	All Students	5,000 Supplemental Teacher hourly, release time, sub coverage
4.6	Curriculum Alignment work to build 5th grade teacher capacity on the CAST expectations and to develop the necessary units to support the NGSS expectations.	5th Grade Students	1,000 Supplemental Teacher hourly, release time
4.7	Teachers? will engage in Data Reflection Sessions to analyze trends, identify target students, and create agreements for instructional rigor and student support at the grade level.	All Students	0 LCFF/District Funded No additional cost
4.8	Professional Development given by the site Learning Support Teacher for multiple modality reading strategies, MTSS, three times in the school year.	All Students	300 Supplemental LST training and preparation for K-2 teachers, teacher hourly

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In the review of the Dashboard data, it is evident that gaps in our foundational skills affect our upper grades. Our scores will improve as we progress in the curriculum alignment work and provide a systemized approach to instruction and progress monitoring. The results thus far indicate that the process works and student achievement is attainable. We believe all students can learn and should be provided with the readiness skills to prepare them for college and career success. Our efforts will become more targeted as we focus on specific essential standards and provide rigorous, ongoing instruction using research-based strategies.

In response to the data, our staff will improve our delivery of tiered instruction and utilize the intervention team as a preview/review model to accelerate learning.

We recognize that the strategies and goals we have in place take time and dedication, and we are prepared to execute the Single Plan to the best of our ability. We are reflective educators and aim to improve our student achievement with each passing cycle of instruction.

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

There were no major differences in budget expenditures as this was a new goal and each strategy is still in progress.

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

Our SPSA is a collective effort of every Peachland staff member. This year's Dashboard data has shown decreases in some of the larger categories, like ELA and Math. However, there are student groups that have shown increases in achievement, mainly our Socioeconomically Disadvantaged and Students with Disabilities groups. By continuing the Data Reflection Sessions and making the necessary adjustments to each cycle of instruction, our students will gain the necessary academic skills while increasing our results on the Dashboard.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$171,460.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$121,200.00

Subtotal of additional federal funds included for this school: \$121,200.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Base Grant	\$16,000.00
LCFF/District Funded	\$6,960.00
Supplemental	\$27,300.00

Subtotal of state or local funds included for this school: \$50,260.00

Total of federal, state, and/or local funds for this school: \$171,460.00