

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peninsula High School 2025-2026	41-69047-0135814	December 2025	January 2026

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

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

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

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

This plan is being used by Peninsula High School 2025-2026 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

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

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

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Plan Description

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

This plan is being used by Peninsula High School 2025-2026 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

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

This plan is being used by Peninsula High School for the 2026-27 school year to meet Schoolwide Program and Comprehensive Support and Improvement (CSI) requirements in alignment with the SMUHSD Local Control and Accountability Plan (LCAP), Consolidated Application programs, and other federal, state, and local programs.

The 2026-27 SPSA consolidates school-level planning into one coordinated plan that maximizes resources and minimizes duplication of effort so PHS can improve student achievement, attendance, school climate, language development, graduation, and post-secondary readiness. The plan is grounded in a comprehensive needs assessment using the 2025 Fall California School Dashboard, CAASPP, ELPAC, enrollment data, local attendance/credit data, family input, staff input, student voice, and School Site Council review.

As a continuation high school serving a small population of approximately 100-125 students, PHS is positioned to provide highly individualized support. The 2026-27 plan emphasizes four integrated priorities: academic rigor and social-emotional growth; school, family, and community engagement; self-directed and persistent learning; and data-informed services for Title I students. Across all goals, the school will prioritize multilingual learners, long-term English learners, socioeconomically disadvantaged students, Hispanic/Latino students, students with disabilities, chronically absent students, credit-deficient students, and students re-engaging with school.

The SPSA planning process supports ongoing cycles of educational partner input, implementation, reflection, and improvement. The School Site Council will monitor implementation and expenditures, review progress toward annual measurable outcomes, and make adjustments as student needs and data indicate.

Educational Partner Involvement

How, when, and with whom did Peninsula High School 2025-2026 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PHS consulted educational partners through the School Site Council, staff collaboration, student voice activities, ELAC/DELAC input, weekly PUMA Family Den gatherings, monthly community engagement evening events, Coffee with the Principal, family outreach, multilingual family communication, District Cabinet consultation, and School Board review.

The School Site Council meets regularly, typically on Wednesday afternoons or evenings, and may meet more frequently during the fall budget and planning cycle. SSC membership includes administration, teachers, classified/support staff, students, parents/guardians, and community representatives. Because parent/guardian attendance can vary, PHS uses multiple access points for input, including in-person meetings, virtual/recorded meetings, surveys, phone outreach, ELAC/Coffee with the Principal feedback, and family engagement events.

Educational partner input directly shaped the 2026-27 goals and actions. Families and staff elevated the importance of individualized MTSS supports, multilingual family outreach, student recognition, expanded electives and activities, restorative/SEL supports, and structured data review. Student voice informed the

emphasis on identity-centered curriculum, meaningful discourse, credit recovery, work experience, recognition of non-linear growth, and opportunities for agency. Program specialists, counselors, the Family Engagement Coordinator, instructional coach, teachers, and site administration provided additional input on multilingual learner supports, mental health and attendance needs, credit monitoring, and professional learning.

Resource Inequities

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

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

The required needs assessment did not identify a basic resource gap between PHS and other SMUHSD schools, but it did identify outcome inequities and programmatic needs that require targeted resource allocation. PHS serves a continuation population with concentrated needs in academic recovery, attendance, mental health, language development, behavior/climate, family engagement, and college/career transition. The school will use Title I, CSI, LCAP Supplemental, district, and other available funds to provide coordinated services aligned to these needs.

Resource priorities for 2026-27 include MTSS/SIT coordination, instructional coaching and peer observation, SEL/restorative/de-escalation professional learning, family engagement coordination, multilingual learner support, translation/interpretation and culturally responsive family outreach, credit recovery and Flex/Tutorial/Restoration structures, work experience/CTE and post-secondary transition supports, student recognition, and data systems/cycles. SSC will review budgets and implementation throughout the year to identify and address any resource inequities that emerge.

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.

English Language Arts (ELA): Placed in Red with an average of 260.6 points below standard, representing a severe performance drop after declining by 52.5 points.

Mathematics: Placed in Red with an average of 304.1 points below standard, following a dynamic decline of 38.0 points.

English Learner Progress Indicator (ELPI): Placed in Red. Only 11.4% of multilingual learners made progress towards English proficiency (scoring at least one ELPI level higher).

College/Career Indicator (CCI): Placed in Red with 0% of graduating students meeting the "Prepared" criteria.

Graduation Rate: Placed in Red at a combined 64.4%.

Suspension Rate: Placed in Red overall at 12.1% of the student population experiencing at least one suspension day.

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.

When evaluating performance levels against the "all student" baseline to locate equity gaps, the data shows uniform system-wide struggles across the school's main student groups:

- Long-Term English Learners (LTELs): Experience intensified vulnerabilities in behavioral interventions. Their suspension rate sits deep in Red at 21.2% (significantly higher than the already elevated all-student rate of 12.1%).

- Socioeconomically Disadvantaged & Hispanic/Latino Students: Track tightly with the baseline "all students" performance, matching the Red designations in ELA, Math, and Graduation rates, meaning systemic programmatic interventions must target these cohorts schoolwide.

Other Needs

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

Graduation rate increased 18% to 82.4%

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Peninsula High School 2025-2026. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	21-22	22-23	23-24	24-25
American Indian	0 %	0 0%	%	%
Native American	1 0.58%	0 0%	1 0.54%	1 0.81%
Asian	4 2.31%	9 5.42%	5 2.69%	3 2.44%
Filipino	4 2.31%	3 1.81%	3 1.61%	4 3.25%
Hispanic/Latino	131 75.72%	128 77.11%	152 81.72%	93 75.61%
Pacific Islander	11 6.36%	8 4.82%	10 5.38%	10 8.13%
White	11 6.36%	7 4.22%	8 4.30%	7 5.69%
Multiple/No Response	11 6.36%	11 6.63%	7 3.76%	5 4.07%
Total Enrollment	173	166	186	123

Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	0	0	0	0
Grade 10	2	2	1	3
Grade 11	56	48	62	54
Grade 12	115	116	123	66
Total Enrollment	173	166	186	123

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment			
Student Group	22-23	23-24	24-25
English Learners	87 40.5%	102 54.8%	42 34.1%
Fluent English Proficient (FEP)	40 33.5%	39 21.0%	48 39.0%
Reclassified Fluent English Proficient (RFEP)	38 22.9%		

State RFEP Rate

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	75	92	71	39	37	35	39	37	35	52.0	40.2	49.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2429.9	2405.6	2464.2	0.00	2.70	0.00	7.69	2.70	11.43	23.08	5.41	28.57	69.23	89.19	60.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	2.70	2.94	41.03	24.32	44.12	58.97	72.97	52.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	2.70	6.06	25.64	10.81	24.24	74.36	86.49	69.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.56	2.70	2.94	53.85	56.76	70.59	43.59	40.54	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.13	2.70	2.94	51.28	35.14	70.59	43.59	62.16	26.47

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	76	92	71	42	38	34	41	38	34	55.3	41.3	47.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2448.0	2398.2	2451.0	0.00	0.00	2.94	0.00	0.00	2.94	12.20	7.89	8.82	87.80	92.11	85.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	2.94	7.32	10.53	17.65	92.68	89.47	79.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.44	0.00	0.00	68.29	42.11	52.94	29.27	57.89	47.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	2.94	56.10	52.63	67.65	43.90	47.37	29.41

Conclusions based on this data:

1.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	7	7	7
11	1453.8	1447.8	1489.6	1428.9	1420.1	1475.1	1478.3	1474.9	1503.6	38	36	17
12	1446.6	1452.2	1480.6	1422.8	1424.8	1476.7	1469.8	1479.1	1483.9	70	77	14
All Grades										115	120	38

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	2.63	2.78	0.00	7.89	11.11	0.00	26.32	16.67	52.94	63.16	69.44	47.06	38	36	17
12	1.47	1.33	0.00	7.35	4.00	14.29	13.24	18.67	21.43	77.94	76.00	64.29	68	75	14
All Grades	4.42	2.54	2.63	7.96	6.78	7.89	16.81	16.95	34.21	70.80	73.73	55.26	113	118	38

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	7.89	8.33	5.88	23.68	16.67	23.53	13.16	8.33	29.41	55.26	66.67	41.18	38	36	17
12	5.88	4.00	14.29	14.71	16.00	14.29	7.35	12.00	21.43	72.06	68.00	50.00	68	75	14
All Grades	9.73	5.93	13.16	16.81	16.10	15.79	9.73	10.17	26.32	63.72	67.80	44.74	113	118	38

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	0.00	5.26	0.00	0.00	18.42	16.67	29.41	76.32	83.33	70.59	38	36	17
12	0.00	0.00	0.00	2.94	1.33	0.00	11.76	16.00	14.29	85.29	82.67	85.71	68	75	14
All Grades	0.00	0.00	0.00	5.31	1.69	0.00	14.16	16.95	23.68	80.53	81.36	76.32	113	118	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	2.63	5.56	0.00	21.05	16.67	17.65	76.32	77.78	82.35	38	36	17
12	0.00	1.33	0.00	19.12	18.67	28.57	80.88	80.00	71.43	68	75	14
All Grades	2.65	3.39	2.63	20.35	19.49	26.32	76.99	77.12	71.05	113	118	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	36.84	27.78	52.94	7.89	8.33	17.65	55.26	63.89	29.41	38	36	17
12	24.24	20.27	35.71	9.09	17.57	21.43	66.67	62.16	42.86	66	74	14
All Grades	31.53	23.28	47.22	8.11	13.79	19.44	60.36	62.93	33.33	111	116	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	2.63	0.00	0.00	10.53	13.89	11.76	86.84	86.11	88.24	38	36	17
12	1.52	0.00	0.00	7.58	13.33	7.14	90.91	86.67	92.86	66	75	14
All Grades	3.60	0.85	0.00	9.01	14.41	13.16	87.39	84.75	86.84	111	118	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	0.00	37.84	30.56	64.71	62.16	69.44	35.29	37	36	17
12	0.00	0.00	0.00	22.06	22.67	35.71	77.94	77.33	64.29	68	75	14
All Grades	0.00	0.00	0.00	29.46	26.27	51.35	70.54	73.73	48.65	112	118	37

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
123	55.3%	34.1%	0.0%
Total Number of Students enrolled in Peninsula High School 2025-2026.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	34.1%
Foster Youth	0	0.0%
Homeless	1	0.8%
Socioeconomically Disadvantaged	68	55.3%
Students with Disabilities	23	18.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.8%
American Indian	0	0.0%
Asian	3	2.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	4	3.3%
Hispanic	93	75.6%
Two or More Races	5	4.1%
Pacific Islander	10	8.1%
White	7	5.7%

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

English Learner Progress



Red

College/Career



Orange

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Red

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
237 points below standard	253.5 points below standard	280.2 points below standard
Increased 23.7 points	Increased 20 points	Declined 21 points
55 Students	30 Students	12 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 225.1 points below standard Increased 44 points 38 Students
Students with Disabilities  No Performance Color 325.5 points below standard 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 249.4 points below standard Increased 19.8 points 37 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

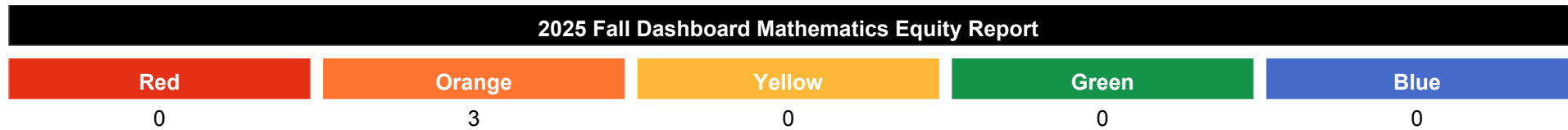
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
265 points below standard	260 points below standard	260.6 points below standard
Increased 39.2 points	Increased 65.2 points	Increased 48.2 points
56 Students	31 Students	12 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 270.3 points below standard Increased 34 points 39 Students
Students with Disabilities  No Performance Color 321.2 points below standard 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 289.2 points below standard Increased 24.1 points 38 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Science

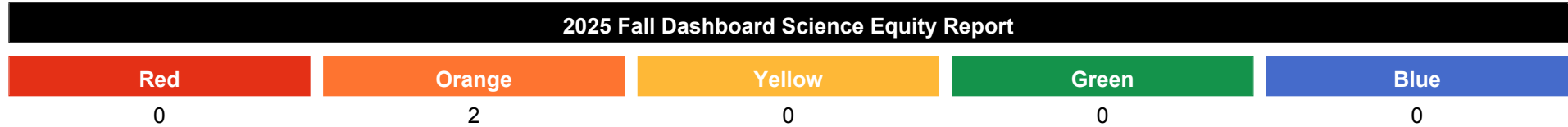
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
17.5 science points	11.1 science points	10.1 science points
Increased 10 points	Increased 6.5 points	Maintained 0 points
60 Students	23 Students	12 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 17.1 science points Increased 11 points 30 Students
Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 16.1 science points Increased 9.6 points 46 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 9.8 making progress. Number Students: 41 Students	 No Performance Color 15.4 making progress. Number Students: 26 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22%	36.6%	0%	9.8%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

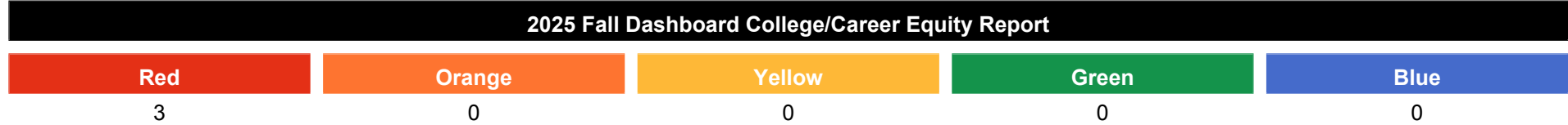
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
Prepared 2.4%	Prepared 0%	Prepared 0%
Increased 2.4%	Maintained	Maintained
83 Students	35 Students	25 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Red Prepared 1.6% Maintained 1.6% 63 Students
Students with Disabilities  No Performance Color Prepared 0% Maintained 11 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red Prepared 0% Maintained 64 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

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

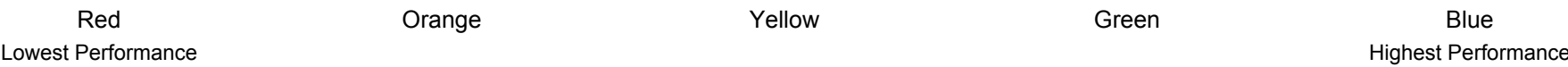
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic Absenteeism Placement Report not available at this time

School and Student Performance Data

Academic Engagement Graduation Rate

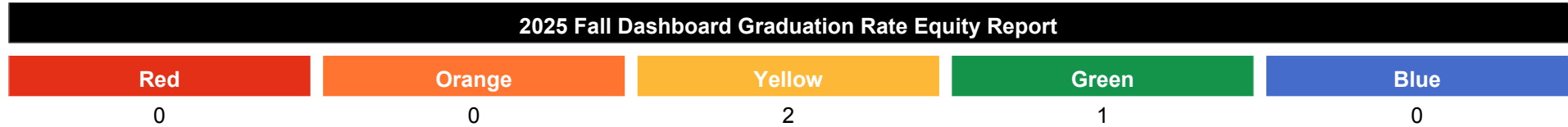
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
82.4% graduated	73% graduated	88.9% graduated
Increased 17.9%	Increased 18.2%	Increased 10.1%
85 Students	37 Students	27 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 80% graduated Increased 18.2% 65 Students
Students with Disabilities  No Performance Color 81.8% graduated Declined 5.7% 11 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 78.8% graduated Increased 18.3% 66 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

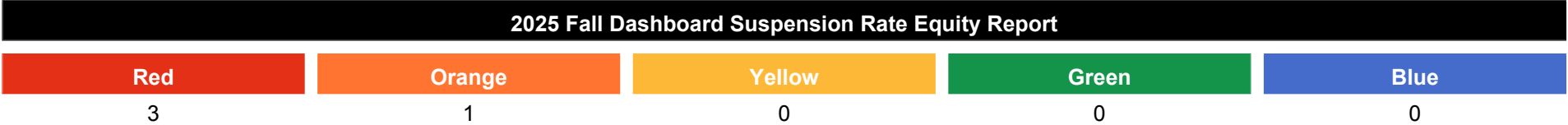
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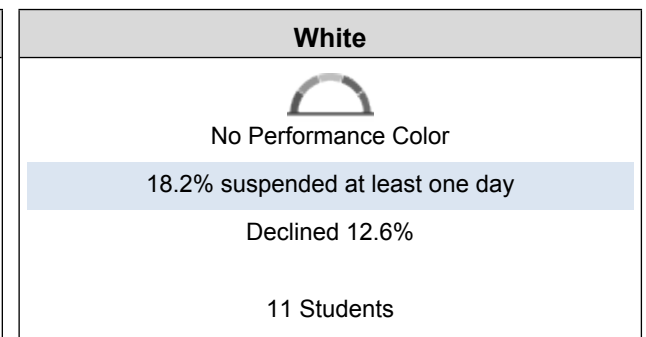
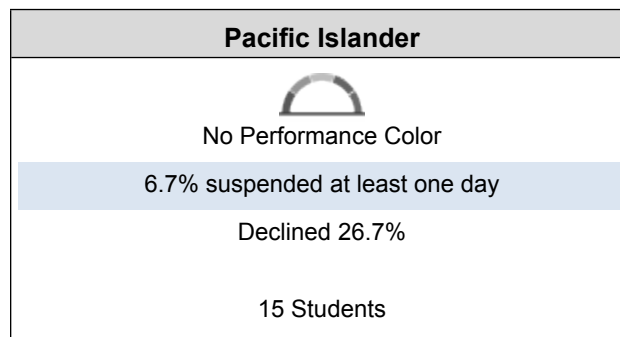
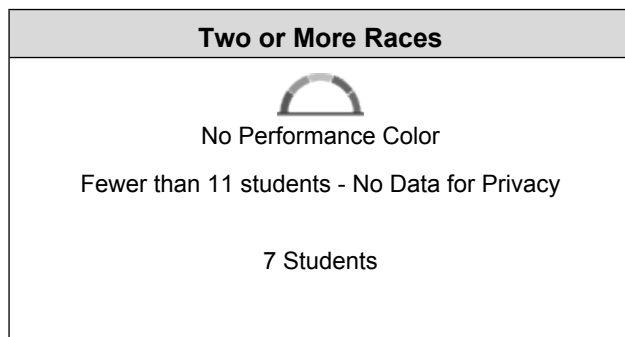
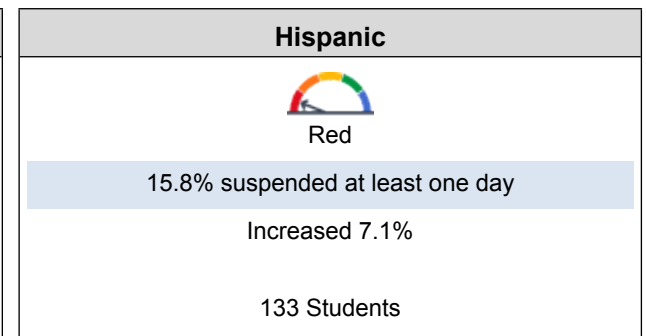
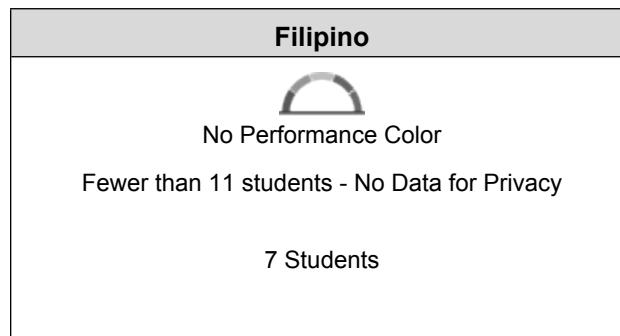
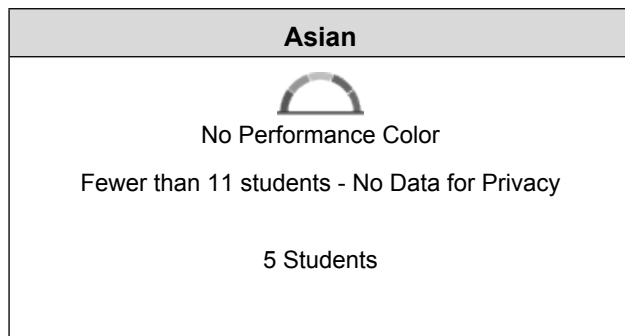
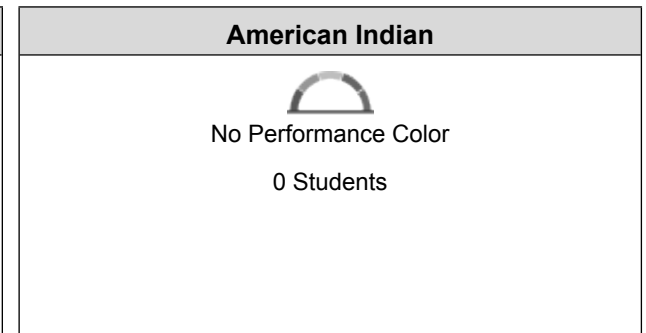
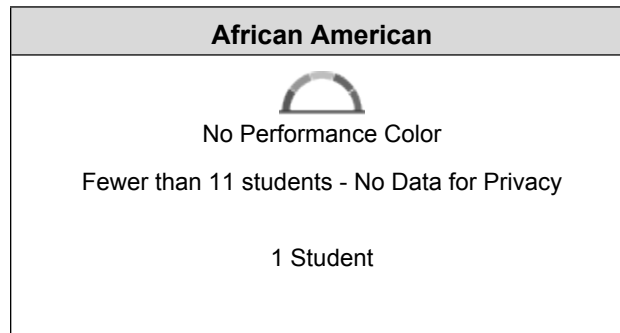
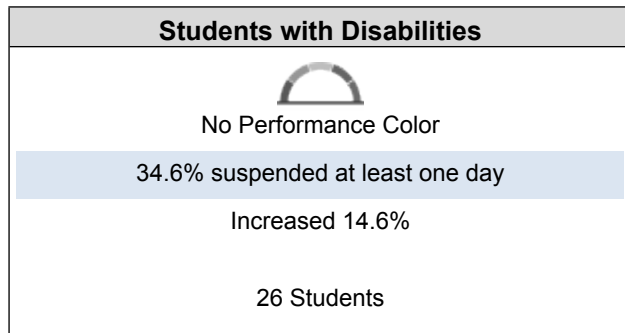
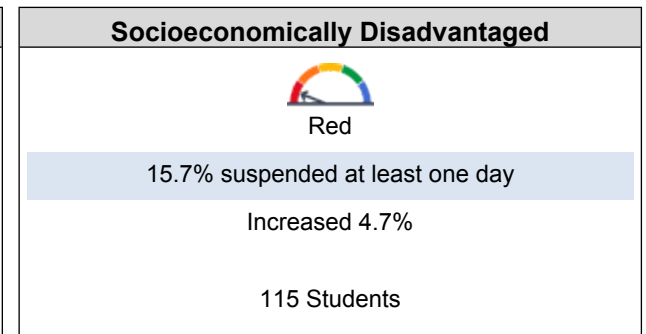
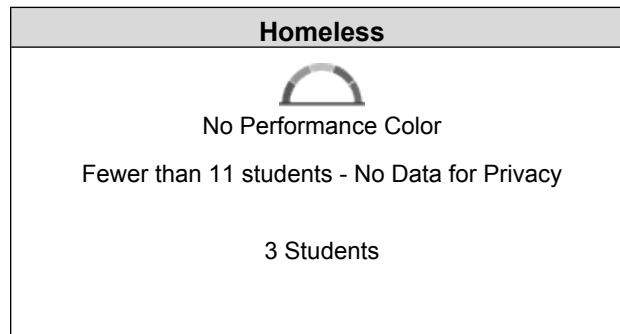
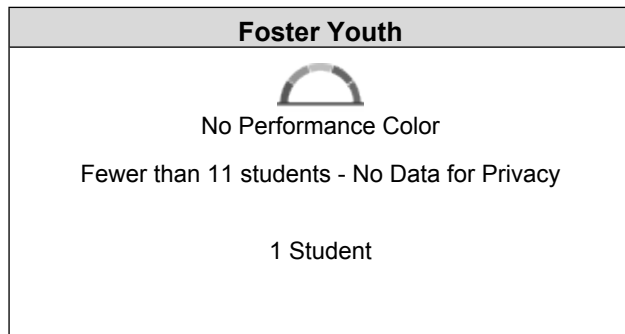


This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red	 Red	 Orange
15.6% suspended at least one day	13.8% suspended at least one day	20% suspended at least one day
Increased 3.5%	Increased 6.4%	Declined 1.2%
179 Students	65 Students	45 Students



Conclusions based on this data:

1.

School and Student Performance Data

Longitudinal Metrics: State and Local

Student Enrollment

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

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

Dashboard Combined 4&5 Year Graduation Rate

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

College/Career Indicator (CCI)

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

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

UC/CSU Eligibility

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

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

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

10th Graders On-Track for Graduation

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

Post-Secondary Enrollment Immediately after HS Graduation

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

Student Group	2023-24	2022-23	2021-22
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CAASPP English Language Arts - Participation

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

CAASPP English Language Arts - Pass Rate

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

CAASPP Mathematics - Participation

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

CAASPP Mathematics - Pass Rate

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

CAASPP Science (CAST) - Pass Rate

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

Local Assessment - MAP/NWEA - Pass Rate

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

English Learner Progress Indicator (ELPI)

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

Reclassification (RFEP) Rate

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

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

Chronic Absenteeism

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

Suspension

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

Expulsion

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

Certificated Staff Demographics

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

Panorama Survey - Feeling Safe (Hate Speech Response) Question

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

Student Group	2023-24	2022-23	2021-22
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Panorama Survey - Family Engagement Question

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

Student Group	2023-24	2022-23	2021-22
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Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Rigor and Social-Emotional Growth

Academic Rigor and Social-Emotional Growth. Provide academic rigor for all students to increase social-emotional growth, post-secondary success, and attendance through differentiated interventions and SEL curriculum embedded in class instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned primarily to SMUHSD LCAP Goal 3: Engaging, Rigorous, and Relevant Learning for Every Student, and supported by Goal 2: Safe and Connected Communities and Goal 4: Supporting and Empowering Staff.

Major Student Need

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

PHS students need rigorous, culturally responsive instruction and individualized interventions that address academic skill gaps, credit deficiencies, attendance barriers, social-emotional needs, and multilingual learner access. The needs assessment shows ELA and Mathematics in Orange, English Learner Progress in Red, low CAASPP participation, high percentages of students not meeting standards, and Suspension Rate in Red. Because PHS serves a small continuation population, each student requires a personalized plan that connects academic growth, SEL, attendance, and post-secondary readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	82.4% graduated; Green; increased 17.9 percentage points.	Maintain Green and increase to at least 85%, while improving EL and Hispanic graduation outcomes.
ELA Dashboard	237 points below standard; Orange; increased 23.7 points.	Improve at least 10 additional points and increase CAASPP participation.
Mathematics Dashboard	265 points below standard; Orange; increased 39.2 points.	Improve at least 10 additional points and increase CAASPP participation.
ELPI	9.8% making progress; Red.	Increase ML/EL progress toward English proficiency to at least 20% or higher.
Suspension Rate	15.6% suspended at least one day; Red.	Reduce overall suspension rate to 12% or lower and reduce disproportionality.

Credit recovery/academic support	Baseline to be established from Aeries/Edgenuity/grade reports at the start of 2026-27.	Increase credits earned and course completion each trimester; review every grading period.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	Strengthen Multi-Tiered System of Supports (MTSS). The full staff - teachers, the instructional coach, counselor, and administrator - will collaborate to implement and refine Tier 1, 2, and 3 supports tailored to approximately 100 students. Supports will be individualized, with each staff member playing a direct role in identifying and responding to academic and social-emotional needs.	All students; priority focus on students with attendance, SEL, or credit deficiencies.	Ongoing; reviewed by trimester.	Site Administrator, Instructional Coach, Teachers, Counselor.	Title I/CSI/LCAP as applicable; include intervention supplies, SEL curriculum/materials, counseling supports, and staff collaboration time. Enter final 2026-27 amount.	MTSS/SIT records, Aeries interventions, attendance, grades, credit accrual, suspension data, Panorama/student survey data, and progress reports.
1.2	Revisit and strengthen universal unit design. Teachers will build and refine culturally relevant units through humanizing pedagogy, Ethnic Studies frameworks, Community Cultural Wealth, and the 4 I's of Oppression so curriculum reflects the identities and lived experiences of continuation high school students.	All students.	Ongoing; units reviewed each trimester.	Teachers, Instructional Coach.	Title I/Title II/LCAP as applicable for professional learning, planning time, instructional materials, and peer observation release time. Enter final 2026-27 amount.	Unit plans, PLC notes, instructional walkthroughs, student work samples, common rubrics, and student feedback.
1.3	Enhance interventions and shared instructional practice. Teachers will engage in structured peer observations and collaborative planning to develop targeted strategies and share what works. Flex/Tutorial/Restoration periods will be reassessed to maximize credit recovery, skill-building, and re-engagement.	All students; priority on credit-deficient and re-engaging students.	Peer observations monthly; Flex/Tutorial/Restoration reassessment by end of each trimester.	Teachers, Instructional Coach, Site Administrator.	Title I/Title II/CSI as applicable for release time, instructional coaching, credit recovery resources, and intervention materials. Enter final 2026-27 amount.	Peer observation logs, Flex/Tutorial rosters, credits earned, course completion, assessment data, attendance, and MTSS follow-up notes.
1.4	Expand electives, extracurriculars, and recognition. School leadership and staff will creatively expand	All Students	Program audit by end of Trimester 1; recognition	Site Administrator, Teachers, Support Staff.		Program audit, participation data, student voice survey,

	elective offerings and extracurricular opportunities within the constraints of a small school and develop a recognition program celebrating incremental student progress.		program launched Trimester 2.		Title I/CSI/LCAP Supplemental/Unrestricted as applicable for awards, incentives, elective supplies, CTE supplies, field trips, and enrichment. Enter final 2026-27 amount.	recognition records, attendance trends, and credit completion.
1.5	Formalize academic assessment processes. Teachers and the administrator will implement a consistent assessment process in core content subjects that accounts for credit deficiencies and skill gaps and uses results to inform individualized instruction and intervention.	All students; priority on incoming students and those significantly below grade level.	Assessment cycle established by start of Trimester 1; reviewed quarterly.	Teachers, Site Administrator.	Title I/LCAP as applicable for assessment tools, diagnostic materials, data systems, and intervention resources. Enter final 2026-27 amount.	Assessment calendar, common assessment results, MAP/local assessment data, CAASPP participation/performance, grades, credits, and PLC data review notes.
1.6	Deepen support for multilingual learners. Teachers and the program specialist will develop targeted, asset-based strategies to strengthen ML students' language proficiency and content access through personalized, relationship-centered support.	Multilingual Learners/English Learners.	Ongoing; progress reviewed at each grading period.	Teachers, Program Specialist.	Title I/LCAP/CSI as applicable for EL specialist/program specialist time, instructional aide support, ELD materials, translation/interpretation, and professional learning. Enter final 2026-27 amount.	ELPAC/ELPI data, reclassification progress, ML student grades/credits, attendance, formative assessments, and ML data review notes.

Annual Review

SPSA Year Reviewed: 2025-26

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.

During 2025-26, PHS implemented academic, social-emotional, family engagement, college/career, EL/ML, and wellness supports through Title I, CSI, LCAP Supplemental, district-funded, and other resources. Dashboard and local data show important improvement in graduation rate and academic growth indicators,

while English Learner Progress, suspension, chronic absenteeism, CAASPP participation, and college/career readiness continue to require focused improvement. These results support continuing and refining PHS's individualized MTSS, culturally responsive instruction, family engagement, and data-review systems.

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

The 2026-27 plan consolidates prior goal language into four integrated schoolwide goals. The revised actions move from isolated program descriptions toward a coherent system of MTSS, universal unit design, peer observation, multilingual learner support, family partnership, student agency, and structured data cycles.

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.

Goal 1 has been updated to reflect the new 2026-27 priority: Academic Rigor and Social-Emotional Growth. Changes are reflected in the annual measurable outcomes and the six strategy/activity rows above. Final budget amounts should be updated after 2026-27 allocations are confirmed.

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.

School, Family, and Community Engagement

School, Family, and Community Engagement. Strengthen school, family, and community engagement to support the social-emotional growth and holistic well-being of all students, with targeted efforts to distinguish PHS through responsive, relationship-centered service that meets the diverse needs of students and their families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned primarily to SMUHSD LCAP Goal 2: Safe and Connected Communities and Goal 1: Authentic Relationships. Supports Goal 3 by strengthening student engagement and post-secondary readiness.

Major Student Need

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

PHS students benefit when families and community partners are integrated into academic, attendance, social-emotional, and post-secondary supports. The needs assessment shows high chronic absenteeism in local longitudinal data, Suspension Rate in Red, ELPI in Red, and low College/Career readiness. Multilingual families need accessible, culturally responsive communication, especially because many families have had prior negative or transactional experiences with school systems.

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
Family engagement participation	Baseline to be established from 2025-26 event attendance and 2026-27 sign-in sheets.	Increase participation in family/community events by at least 10% and document representation of multilingual families.
Family contact/MTSS integration	Baseline to be established from MTSS/SIT and contact logs.	Document family input for students reviewed in MTSS cycles, with priority for chronically absent/high-need students.
Language-accessible outreach	Baseline to be established from communication audit.	Provide 100% of critical family communications in accessible formats/languages and update outreach materials each trimester.

Suspension Rate	15.6% overall; Red.	Reduce to 12% or lower through family partnership, SEL/restorative supports, and relationship-centered intervention.
Chronic Absenteeism/local data	60.7% all students in 2023-24 longitudinal/local data.	Reduce chronic absenteeism by at least 5 percentage points using family engagement and MTSS follow-up.
Panorama/student/family feedback	Baseline to be established from 2026-27 surveys.	Increase favorable responses on belonging, school communication, and support by at least 5 percentage points.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Leverage small school culture to strengthen MTSS family integration. Because every staff member at PHS knows every student by name, counselors, the administrator, and support staff will build direct, trust-based relationships with families and integrate family voice into school meetings.	All students and families; priority on chronically absent and high-need students.	Ongoing; family input documented at each MTSS cycle.	Counselor, Site Administrator, Support Staff.	LCAP Supplemental/Title I/CSI as applicable for Family Engagement Coordinator, meeting supports, outreach tools, and translation/interpretation. Enter final 2026-27 amount.	Family contact logs, MTSS notes, attendance data, intervention follow-up, and survey feedback.
2.2	Extend humanizing practices into family communication. All staff will use culturally responsive, humanizing communication that meets families where they are, honors their expertise, and builds partnerships that distinguish PHS from larger systems.	All families	Ongoing; reviewed each trimester.	All Staff.	No-cost/Title I parent engagement materials as applicable; enter final 2026-27 amount if funds are used.	Communication logs, family feedback, meeting attendance, and qualitative notes from conferences/outreach.
2.3	Strengthen outreach to multilingual families. The program specialist, counselors, Family Engagement Coordinator, and administrator will expand language-accessible communication and culturally responsive outreach so multilingual families are fully informed partners.	Multilingual learners and their families.	Ongoing; outreach materials updated each trimester.	Program Specialist, Counselor, Family Engagement Coordinator, Site Administrator.	Title I/LCAP/CSI as applicable for EL Specialist/Program Specialist, translation/interpretation, multilingual materials,	Translated communications, family contacts, ELAC/DELAC input, ML family participation, ELPAC/ELPI updates, and reclassification progress.

					family events, and outreach. Enter final 2026-27 amount.	
2.4	Grow community partnerships and celebrate student growth. School leadership will cultivate community partnerships and develop recognition for credit milestones, attendance improvement, personal growth, and other meaningful indicators for continuation learners.	All students and families.	Partnership outreach Trimester 1; recognition program launched Trimester 2.	Site Administrator, Support Staff.	Title I/CSI/LCAP/Unrestricted as applicable for recognition, incentives, field trips, partner events, and community engagement activities. Enter final 2026-27 amount.	Partnership list, event logs, recognition records, attendance improvement, student surveys, and family/community feedback.
2.5	Use relationship data to drive responsive support. Administrators and counselors will use qualitative and quantitative data, including Panorama survey data, family engagement data, and direct communication, to respond quickly and personally to emerging challenges.	All students and families.	Ongoing; data reviewed at MTSS meetings.	Site Administrator, Counselor.	No-cost/Title I/CSI as applicable for survey administration, data tools, and intervention planning time. Enter final 2026-27 amount if funds are used.	Panorama results, MTSS data, family contacts, attendance, behavior data, and action-step logs.
2.6	Build staff capacity to partner with multilingual families. All staff will deepen their understanding of ML students' cultural and linguistic assets and the trust-building required with families who may be skeptical of school institutions.	Multilingual learners and their families.	Professional development each trimester.	All Staff, Program Specialist.	Title I/LCAP/CSI/Title II as applicable for professional learning, planning time, and materials. Enter final 2026-27 amount.	PD agendas/sign-ins, staff reflection, multilingual family feedback, communication logs, and ML student progress data.

Annual Review

SPSA Year Reviewed: 2025-26

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.

During 2025-26, PHS implemented academic, social-emotional, family engagement, college/career, EL/ML, and wellness supports through Title I, CSI, LCAP Supplemental, district-funded, and other resources. Dashboard and local data show important improvement in graduation rate and academic growth indicators, while English Learner Progress, suspension, chronic absenteeism, CAASPP participation, and college/career readiness continue to require focused improvement. These results support continuing and refining PHS's individualized MTSS, culturally responsive instruction, family engagement, and data-review systems.

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

The 2026-27 plan consolidates prior goal language into four integrated schoolwide goals. The revised actions move from isolated program descriptions toward a coherent system of MTSS, universal unit design, peer observation, multilingual learner support, family partnership, student agency, and structured data cycles.

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.

Goal 2 has been updated to reflect the new 2026-27 priority: School, Family, and Community Engagement. Changes are reflected in the annual measurable outcomes and the six strategy/activity rows above. Final budget amounts should be updated after 2026-27 allocations are confirmed.

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.

Self-Directed and Persistent Learners

Self-Directed and Persistent Learners. Prepare all students to be self-directed and persistent learners through a culturally responsive curriculum that incorporates critical thinking, meaningful peer and teacher discourse, and course content reflecting students' identities and lived experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned primarily to SMUHSD LCAP Goal 3: Engaging, Rigorous, and Relevant Learning for Every Student. Supports Goal 1: Authentic Relationships and Goal 2: Safe and Connected Communities by increasing belonging, student voice, and agency.

Major Student Need

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

Many continuation students arrive at PHS with histories of disengagement, non-linear academic trajectories, credit deficiencies, and interrupted confidence as learners. Dashboard and local data show low CAASPP performance, low College/Career preparedness, high chronic absenteeism, and continued need for meaningful discourse and identity-centered curriculum. Students need explicit instruction in goal-setting, self-monitoring, persistence, critical thinking, and academic agency.

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
Student goal-setting and self-monitoring	Baseline to be established at start of 2026-27.	100% of students maintain an individualized graduation/post-secondary plan reviewed at least each trimester.
College/Career Indicator	2.4% prepared overall; English Learners and Hispanic students at 0% prepared.	Increase overall CCI preparedness to at least 5% and move EL/Hispanic outcomes above 0%.
Elective/CTE/work experience participation	Baseline to be established from 2025-26 master schedule and course enrollment.	Increase participation and completion in work experience, elective, CTE, dual enrollment, or post-secondary transition activities.
ELA/Math academic growth	ELA 237 points below standard; Math 265 points below standard.	Improve both indicators by at least 10 points and increase participation.

Student discourse/engagement	Baseline to be established from walkthroughs, student work, and surveys.	Increase evidence of student-centered dialogue, critical thinking, and student agency in walkthroughs and student surveys.
Attendance/engagement	Chronic absenteeism remained high in local longitudinal data.	Reduce chronic absenteeism and increase attendance improvement recognitions.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Build self-direction into every tier of instruction. Teachers and the instructional coach will embed literacy strategies and critical thinking scaffolds into Tier 1 instruction, with differentiated extensions for Tier 2 and 3 supports. Explicit instruction in goal-setting, self-monitoring, and persistence will be central.	All students; explicit scaffolding for students with histories of disengagement.	Ongoing; strategies reviewed by trimester.	Teachers, Instructional Coach.	Title I/Title II/LCAP as applicable for instructional coaching, planning time, materials, and intervention resources. Enter final 2026-27 amount.	Student goal-setting artifacts, grad plans, teacher check-ins, walkthrough data, student work, and assessment/credit data.
3.2	Center student identity in unit design. Teachers will develop units grounded in Ethnic Studies, Community Cultural Wealth, and humanizing pedagogy so course content affirms students as thinkers and learners.	All Students	Ongoing; units reviewed each trimester.	Teachers, Instructional Coach.	Title I/Title II/LCAP as applicable for curriculum materials, PD, and collaboration time. Enter final 2026-27 amount.	Unit plans, student work, student feedback, PLC notes, and walkthrough evidence of culturally responsive pedagogy.
3.3	Build shared capacity for student-centered dialogue. Teachers will use peer observations and collaborative planning to refine strategies for meaningful student discourse across content areas. Flex/Tutorial structures will be reassessed to create intentional space for student voice and ownership.	All students.	Peer observations monthly; structures reassessed by end of Trimester 1.	Teachers, Instructional Coach, Site Administrator.	Title II/Title I/CSI as applicable for release time, coaching, professional learning, and materials. Enter final 2026-27 amount.	Peer observation notes, discussion protocols, student discourse evidence, Flex/Tutorial rosters, and student feedback.

3.4	Create opportunities for student agency school-wide. Leadership and staff will grow electives and extracurricular opportunities that give students authentic choices and visible roles in the school community.	All students; priority on students at risk of disengagement.	Program audit Trimester 1; expanded offerings Trimester 2.	Site Administrator, Teachers.	LCAP Supplemental/Title I/CSI as applicable for elective supplies, CTE supplies, student leadership activities, field trips, and enrichment. Enter final 2026-27 amount.	Program audit, enrollment/participation data, student surveys, attendance, credits, and recognition records.
3.5	Assess critical thinking growth in context. Teachers and the administrator will implement assessment practices across ELA, Math, and other content areas that capture growth in critical thinking and self-direction and communicate progress meaningfully to students and families.	All students.	Assessment cycle by start of Trimester 1; reviewed each grading period.	Teachers, Site Administrator.	Title I/LCAP as applicable for rubrics, assessment tools, data systems, and materials. Enter final 2026-27 amount.	Common rubrics, assessment results, student reflection, grades, credits, and family progress communications.
3.6	Ensure ML students are full participants in discourse. Teachers and the program specialist will develop linguistically and culturally affirming strategies that allow ML students to contribute meaningfully to class conversations.	Multilingual learners.	Ongoing; reviewed at each grading period.	Teachers, Program Specialist.	Title I/LCAP/CSI as applicable for ELD supports, PD, language scaffolding materials, and program specialist time. Enter final 2026-27 amount.	ELPAC/ELPI, language objective evidence, student discourse samples, grades, credits, attendance, and ML data review notes.

Annual Review

SPSA Year Reviewed: 2025-26

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.

During 2025-26, PHS implemented academic, social-emotional, family engagement, college/career, EL/ML, and wellness supports through Title I, CSI, LCAP Supplemental, district-funded, and other resources. Dashboard and local data show important improvement in graduation rate and academic growth indicators, while English Learner Progress, suspension, chronic absenteeism, CAASPP participation, and college/career readiness continue to require focused improvement. These results support continuing and refining PHS's individualized MTSS, culturally responsive instruction, family engagement, and data-review systems.

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

The 2026-27 plan consolidates prior goal language into four integrated schoolwide goals. The revised actions move from isolated program descriptions toward a coherent system of MTSS, universal unit design, peer observation, multilingual learner support, family partnership, student agency, and structured data cycles.

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.

Goal 3 has been updated to reflect the new 2026-27 priority: Self-Directed and Persistent Learners. Changes are reflected in the annual measurable outcomes and the six strategy/activity rows above. Final budget amounts should be updated after 2026-27 allocations are confirmed.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Data-Informed Resources and Services for Title I Students

Data-Informed Resources and Services for Title I Students. Designate consistent, structured time for staff to collect, review, and reflect on school data that informs the allocation of resources, services, and best practices in serving Title I students - anchored in a school climate committed to improving student attendance, mental health, and academic growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Aligned primarily to SMUHSD LCAP Goal 4: Supporting and Empowering Staff. Supports Goals 2 and 3 by using data to improve school climate, instruction, language development, attendance, and college/career readiness.

Major Student Need

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

PHS must use frequent, action-oriented data cycles because its small Title I continuation population has high levels of need and each student's trajectory matters. Local and Dashboard data show high needs in academic achievement, ELPI, College/Career readiness, suspension, chronic absenteeism, and credit recovery. Staff need structured time to translate data into instructional decisions, resource allocations, and individualized student support.

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
MTSS/SIT data cycles	Baseline to be established from 2025-26 meeting calendar and notes.	Hold monthly MTSS/SIT reviews and document follow-up for 100% of students identified for Tier 2/3 support.
Title I resource monitoring	2025-26 SPSA used Title I, CSI, LCAP Supplemental, District Funded, Title II, and Unrestricted resources.	SSC reviews implementation and expenditure alignment at least quarterly and adjusts as needed.
ELA/Math data cycles	ELA 237 points below standard; Math 265 points below standard.	Review core assessment data each grading period and document instructional adjustments.
Attendance data cycles	High chronic absenteeism in local longitudinal data.	Review attendance at least monthly and reduce chronic absenteeism by at least 5 percentage points.

ML/EL data cycles	ELPI Red; 9.8% making progress.	Review ML language, attendance, grade, and credit data each grading period; increase ELPI progress to at least 20%.
Student voice data	Baseline to be established from Panorama/student surveys.	Collect and review student voice data each trimester before program planning.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Use MTSS structures as the school's primary data hub. PHS will review each student's attendance, mental health, and academic data with enough specificity to support individual growth and graduation plans. Administrators, the academic counselor, instructional coach, and support staff will use MTSS meetings as core data review structures.	All Title I students.	MTSS meetings monthly; SIT meetings as scheduled.	Site Administrator, Instructional Coach, Counselor, Support Staff.	Title I/CSI/LCAP as applicable for Title I coordination, counselor/support staff time, intervention resources, and data systems. Enter final 2026-27 amount.	MTSS/SIT agendas, student support plans, Aeries interventions, attendance, credits, grades, mental health referrals, and follow-up notes.
4.2	Connect student data directly to curriculum decisions. Teachers and the instructional coach will use street data, student voice, and Community Cultural Wealth frameworks to translate what they learn about students' lives and experiences into concrete curriculum and instructional decisions.	All students.	Ongoing; data-to-curriculum connections reviewed each trimester.	Teachers, Instructional Coach.	Title I/Title II/LCAP as applicable for PLC/collaboration time, coaching, materials, and professional learning. Enter final 2026-27 amount.	PLC notes, revised unit plans, student work, formative assessment data, student voice data, and walkthrough evidence.
4.3	Build a sustainable collaborative data culture among a small staff. Teachers, the program specialist, and administrator will establish peer observation and PLC protocols that are light enough to sustain and rigorous enough to drive improvement. Flex/Tutorial will be evaluated using data.	All students; priority on credit-deficient and ML students.	Protocols established Semester 1; ongoing review each trimester.	Teachers, Program Specialist, Site Administrator.	Title II/Title I/CSI as applicable for release time, data meetings, coaching, and intervention resources. Enter final 2026-27 amount.	PLC/peer observation protocols, meeting notes, Flex/Tutorial data, credit recovery outcomes, ML progress, and attendance data.
4.4	Let student voice data shape school programming. School	All students.	Student voice surveys each	Site Administrator, Support Staff.		Student voice surveys, program planning notes,

	leadership will systematically gather and act on student engagement and climate data to inform decisions about electives, activities, and recognition.		trimester; data reviewed before program planning.		No-cost/Title I/CSI/LCAP as applicable for survey tools, incentives, recognition, and program materials. Enter final 2026-27 amount if funds are used.	activity participation, recognition records, and engagement indicators.
4.5	Formalize data review cycles across ELA, Math, and Attendance. Administrators and teachers will establish clear, recurring cycles for reviewing core subject and attendance data and connecting results to instructional adjustments and support decisions.	All Title I students; priority on chronically absent and credit-deficient students	Data review cycles established start of year; reviewed at each grading period.	Teachers, Site Administrator.	None Specified None Specified Title I/LCAP as applicable for assessment tools, intervention materials, data systems, and planning time. Enter final 2026-27 amount.	Assessment calendar, ELA/math results, attendance reports, intervention assignments, grades, credits, and follow-up notes.
4.6	Dedicate structured time to ML student data. Counselors, the program specialist, and teachers will review ML language proficiency, academic progress, attendance, and credit data and translate findings into support adjustments.	Multilingual learners.	Reviewed at each grading period and MTSS cycle.	Counselor, Program Specialist, Teachers.	None Specified None Specified Title I/LCAP/CSI as applicable for program specialist/EL support, translation/interpretation, materials, and data review time. Enter final 2026-27 amount.	ELPAC/ELPI, reclassification progress, grades, credits, attendance, MTSS notes, and family communication logs.

Annual Review

SPSA Year Reviewed: 2025-26

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.

During 2025-26, PHS implemented academic, social-emotional, family engagement, college/career, EL/ML, and wellness supports through Title I, CSI, LCAP Supplemental, district-funded, and other resources. Dashboard and local data show important improvement in graduation rate and academic growth indicators, while English Learner Progress, suspension, chronic absenteeism, CAASPP participation, and college/career readiness continue to require focused improvement. These results support continuing and refining PHS's individualized MTSS, culturally responsive instruction, family engagement, and data-review systems.

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

The 2026-27 plan consolidates prior goal language into four integrated schoolwide goals. The revised actions move from isolated program descriptions toward a coherent system of MTSS, universal unit design, peer observation, multilingual learner support, family partnership, student agency, and structured data cycles.

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.

Goal 4 has been updated to reflect the new 2026-27 priority: Data-Informed Resources and Services for Title I Students. Changes are reflected in the annual measurable outcomes and the six strategy/activity rows above. Final budget amounts should be updated after 2026-27 allocations are confirmed.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Basic Necessities

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$25,000

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 (\$)
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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 (\$)
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Subtotal of state or local funds included for this school: \$

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:



Principal, JeNora Lewis on 12/13/2023



SSC Chairperson, Jessica Beglitsoff on 12/13/2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

- Realistic, and
- Time-bound.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Major Student Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
 - E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
 - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
 - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
 - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).
- Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023