



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Petaluma High School	49708624935151	May 4, 2026	May 12, 2026

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Youth Truth Student, Pulse Survey, Family, and Staff Surveys

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The school is actively using available data, both onsite formative assessment, and statewide and national disaggregated data (CAASSP, ELPAC, SAT, AP, CA Dashboard) to better tune direct instruction. This year we have begun the implementing strategies for our district led PDs and a data reflection process designed to reflect on our teaching practices.

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

Similarly, staff use data from internal assessments to modify instruction. The Math Department uses standards-based grading and focuses on mastery of skills through concept quizzes, which students can retake until mastery is attained. Our EL students are also being placed more readily in the appropriate English language instruction classes to ensure they have full access to the structure and use of English across the curriculum. Math and English are both participating in district-led interim assessments to better impact student learning. We also use local and state data through CAASSP and CA Dashboard, and Aeries/SWIS.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are offered professional development opportunities by our district. In addition, staff are able to request opportunities for individualized PD that support. All staff are highly qualified.

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

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

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

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

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

Departments in the school use a Professional Learning Community (PLC) to support each other for each course. The Math Department has worked as a team to support instruction and assessment. Other departments have utilized support from District and County experts. Some staff have participated in Equitable Grading Practices trainings through SCOE. This will continue with a second cohort.

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

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

Teaching and Learning

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

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

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

NA

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Our school offers 60 minutes on "B Days" twice a week, called Academic Plus or A+, where students can work on any homework or other assignments. Students may request to see any of their teachers during this period for assistance or coaching, as needed. Teachers may also request that students come to them at this time.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

See supplementary funds and other site discretionary expenditures.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The committee includes:

School Site Council (membership of staff, parents and students)

Other Site Based Feedback is provided by:

English Language Advisory Committee (ELAC , made up of staff, interested parents and students)

Principal's Advisory Committee

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

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.33%	0.56%	0.34%	4	7	4
African American	0.98%	0.96%	1.26%	12	12	15
Asian	1.97%	1.68%	1.42%	24	21	17
Filipino	0.49%	0.72%	0.42%	6	9	5
Hispanic/Latino	29.75%	30.57%	31.27%	363	383	373
Pacific Islander	0.49%	0.40%	0.34%	6	5	4
White	62.3%	60.89%	60.27%	760	763	719
Two or More Races	3.44%	4.07%	4.44%	42	51	53
Not Reported	0.25%	0.16%	0.25%	3	2	3
Total Enrollment				1220	1253	1193

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	316	326	292
Grade 10	309	304	319
Grade 11	321	308	286
Grade 12	274	315	296
Total Enrollment	1,220	1,253	1,193

Conclusions based on this data:

1. Enrollment at PHS over three years has fluctuated. Dropping from 2021-2022 and then increasing from 2023-2024
2. Future enrollment projections from our primary feeder (PJHS) indicate a drop in enrollment for the 2025-2026 school year.
3. Our current Senior class is large, where our incoming freshman class was smaller than average. We anticipate roughly 80 fewer students overall in the 2025-2026 school year.

School and Student Performance Data

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	48	52	60	3.9%	4.2%	5.0%
Fluent English Proficient (FEP)	210	233	230	17.2%	18.6%	19.3%

Conclusions based on this data:

1. The total number of EL students has remained consistent over the past two years.
2. FEP has increased 2.1% from 18.6 - 19.3
3. FEP has steadily increased over the past 3 years.

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	317	294	280	306	274	269	306	274	269	96.5	93.2	96.1
All Grades	317	294	280	306	274	269	306	274	269	96.5	93.2	96.1

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	2624.	2583.	2580.	33.99	24.09	28.25	34.31	31.75	24.91	18.30	21.53	16.73	13.40	22.63	30.11
All Grades	N/A	N/A	N/A	33.99	24.09	28.25	34.31	31.75	24.91	18.30	21.53	16.73	13.40	22.63	30.11

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	32.35	23.72	27.14	56.54	56.57	48.70	11.11	19.71	24.16
All Grades	32.35	23.72	27.14	56.54	56.57	48.70	11.11	19.71	24.16

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	40.20	25.18	28.73	44.12	47.08	38.81	15.69	27.74	32.46
All Grades	40.20	25.18	28.73	44.12	47.08	38.81	15.69	27.74	32.46

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	15.36	11.68	16.73	74.51	73.36	69.89	10.13	14.96	13.38
All Grades	15.36	11.68	16.73	74.51	73.36	69.89	10.13	14.96	13.38

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	31.37	19.34	21.19	59.48	65.69	57.25	9.15	14.96	21.56
All Grades	31.37	19.34	21.19	59.48	65.69	57.25	9.15	14.96	21.56

Conclusions based on this data:

1. Data indicates that approximately 70% of our students are nearly - above standards.
2. Approximately 52% are standard met or above. Listening is a strength, were reading has been identified as an area of growth.
3. 30% not meeting is an increase from the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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	317	294	282	302	269	274	302	269	274	95.3	91.5	97.2
All Grades	317	294	282	302	269	274	302	269	274	95.3	91.5	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2574.	2560.	2563.	14.24	12.64	18.25	23.18	15.61	18.61	22.85	25.65	15.69	39.74	46.10	47.45
All Grades	N/A	N/A	N/A	14.24	12.64	18.25	23.18	15.61	18.61	22.85	25.65	15.69	39.74	46.10	47.45

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	17.55	14.13	21.17	43.38	43.49	33.58	39.07	42.38	45.26
All Grades	17.55	14.13	21.17	43.38	43.49	33.58	39.07	42.38	45.26

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	16.94	14.50	19.71	59.14	63.57	47.08	23.92	21.93	33.21
All Grades	16.94	14.50	19.71	59.14	63.57	47.08	23.92	21.93	33.21

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	15.23	11.52	12.77	61.59	59.85	56.20	23.18	28.62	31.02
All Grades	15.23	11.52	12.77	61.59	59.85	56.20	23.18	28.62	31.02

Conclusions based on this data:

1. 53% have met or above. With an increase each year.
2. Students not meeting has increased 47.45 from 46.1.
3. Communicating reasoning was highest subscore with appox. 70% students near or above standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1553.2	1519.6	1503.7	1573.1	1506.0	1497.9	1532.8	1532.6	1509.1	12	22	16
10	1543.4	1527.5	1559.2	1541.4	1511.5	1559.5	1544.6	1542.7	1558.4	13	11	16
11	*	1460.5	*	*	1434.9	*	*	1485.3	*	8	15	10
12	*	*	1502.0	*	*	1473.3	*	*	1530.1	*	5	14
All Grades										34	53	56

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
9	16.67	9.09	0.00	33.33	31.82	37.50	33.33	22.73	18.75	16.67	36.36	43.75	12	22	16
10	30.77	9.09	25.00	23.08	36.36	37.50	7.69	27.27	18.75	38.46	27.27	18.75	13	11	16
11	*	0.00	*	*	20.00	*	*	13.33	*	*	66.67	*	*	15	*
12	*	*	21.43	*	*	14.29	*	*	7.14	*	*	57.14	*	*	14
All Grades	23.53	5.66	16.07	29.41	26.42	28.57	20.59	20.75	19.64	26.47	47.17	35.71	34	53	56

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
9	50.00	22.73	12.50	25.00	36.36	37.50	8.33	9.09	12.50	16.67	31.82	37.50	12	22	16
10	38.46	18.18	50.00	23.08	54.55	18.75	7.69	0.00	12.50	30.77	27.27	18.75	13	11	16
11	*	6.67	*	*	26.67	*	*	6.67	*	*	60.00	*	*	15	*
12	*	*	14.29	*	*	28.57	*	*	0.00	*	*	57.14	*	*	14
All Grades	41.18	15.09	28.57	29.41	35.85	25.00	5.88	7.55	12.50	23.53	41.51	33.93	34	53	56

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
9	0.00	4.55	0.00	16.67	13.64	18.75	33.33	45.45	25.00	50.00	36.36	56.25	12	22	16
10	15.38	9.09	0.00	23.08	27.27	50.00	15.38	27.27	25.00	46.15	36.36	25.00	13	11	16
11	*	0.00	*	*	13.33	*	*	13.33	*	*	73.33	*	*	15	*
12	*	*	14.29	*	*	7.14	*	*	21.43	*	*	57.14	*	*	14
All Grades	5.88	3.77	7.14	17.65	15.09	25.00	35.29	28.30	23.21	41.18	52.83	44.64	34	53	56

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
9	16.67	4.55	6.25	50.00	54.55	56.25	33.33	40.91	37.50	12	22	16
10	15.38	0.00	12.50	46.15	54.55	68.75	38.46	45.45	18.75	13	11	16
11	*	0.00	*	*	26.67	*	*	73.33	*	*	15	*
12	*	*	0.00	*	*	42.86	*	*	57.14	*	*	14
All Grades	14.71	1.89	7.14	52.94	41.51	51.79	32.35	56.60	41.07	34	53	56

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
9	83.33	59.09	50.00	0.00	13.64	18.75	16.67	27.27	31.25	12	22	16
10	69.23	63.64	66.67	7.69	9.09	13.33	23.08	27.27	20.00	13	11	15
11	*	40.00	*	*	0.00	*	*	60.00	*	*	15	*
12	*	*	35.71	*	*	21.43	*	*	42.86	*	*	14
All Grades	73.53	52.83	54.55	5.88	9.43	16.36	20.59	37.74	29.09	34	53	55

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
9	8.33	4.55	6.25	33.33	50.00	12.50	58.33	45.45	81.25	12	22	16
10	15.38	9.09	6.25	46.15	45.45	56.25	38.46	45.45	37.50	13	11	16
11	*	0.00	*	*	26.67	*	*	73.33	*	*	15	*
12	*	*	14.29	*	*	28.57	*	*	57.14	*	*	14
All Grades	8.82	3.77	10.71	47.06	37.74	33.93	44.12	58.49	55.36	34	53	56

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
9	0.00	0.00	0.00	66.67	63.64	56.25	33.33	36.36	43.75	12	22	16
10	0.00	0.00	0.00	61.54	72.73	81.25	38.46	27.27	18.75	13	11	16
11	*	6.67	*	*	26.67	*	*	66.67	*	*	15	*
12	*	*	7.14	*	*	42.86	*	*	50.00	*	*	14
All Grades	0.00	1.89	3.57	67.65	50.94	60.71	32.35	47.17	35.71	34	53	56

Conclusions based on this data:

1. An overall progress of students moving from 1 - 4.
2. There is good change from level 3 to level 4. Approximately 13% moving towards level 4.
3. In each domain, we see less kids with results at the beginning level. Showing movement towards somewhat and well developed.

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
1193	42.5%	5%	0.3%
Total Number of Students enrolled in Petaluma High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	5%
Foster Youth	4	0.3%
Homeless	6	0.5%
Socioeconomically Disadvantaged	507	42.5%
Students with Disabilities	216	18.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.3%
American Indian	4	0.3%
Asian	17	1.4%
Filipino	5	0.4%
Hispanic	373	31.3%
Two or More Races	53	4.4%
Pacific Islander	4	0.3%
White	719	60.3%

Conclusions based on this data:

1. Student population has been relatively consistent.

2. We see an increase in our SED.
3. Largest populations are White and Hispanic.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Blue		
College/Career  Green		

Conclusions based on this data:

- 1. EL progress is in the blue. Which is an increase from previous years.
- 2. College and Career had a big jump from the previous year, moving into the green category.
- 3. Suspension rates have gone down to 3% overall, moving us into the green.

School and Student Performance Data

Academic Performance English Language Arts

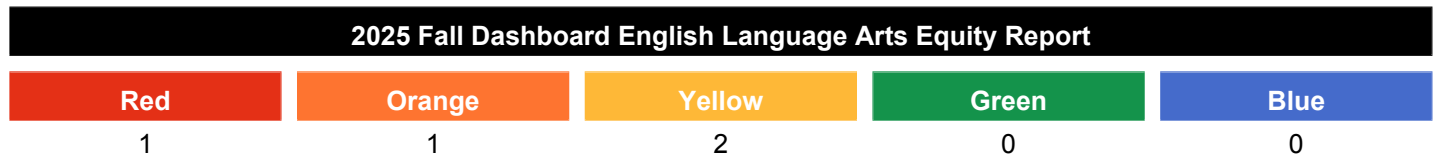
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This section provides number of student groups in each level.



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  Orange 2.2 points below standard Declined 3.6 points 267 Students	English Learners  No Performance Color 92.2 points below standard Increased 33.8 points 19 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Red 47.7 points below standard Declined 9.2 points 112 Students

Students with Disabilities  Orange 117.9 points below standard Increased 30 points 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 35.3 points below standard Increased 4.2 points 78 Students
Two or More Races  No Performance Color 7.6 points above standard 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 4.3 points above standard Declined 20.8 points 160 Students

Conclusions based on this data:

1. EL and SPED students have increased by 30 points.
2. White students have decreased by 20.8.
3. Overall scores for ELA has decreased by 3.6.

School and Student Performance Data

Academic Performance Mathematics

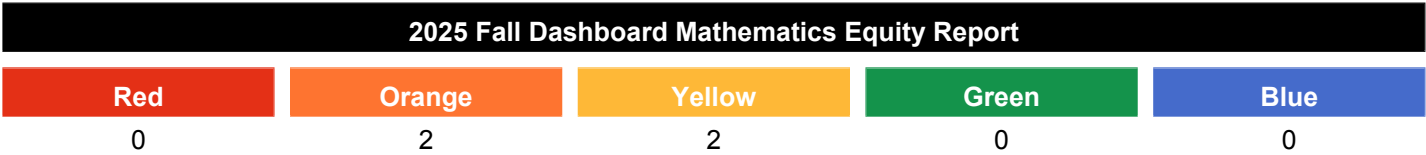
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This section provides number of student groups in each level.



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  Yellow 64.4 points below standard Increased 13.2 points 273 Students	English Learners  No Performance Color 172.8 points below standard Increased 31 points 19 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 116.5 points below standard Increased 21.5 points 115 Students

Students with Disabilities  Orange 176.1 points below standard Increased 36.1 points 55 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 113.8 points below standard Increased 12.6 points 80 Students
Two or More Races  No Performance Color 34 points below standard 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 47.3 points below standard Maintained 0.6 points 162 Students

Conclusions based on this data:

1. All identified areas have increased or maintained.
2. We still have a major gap in performance with our SPED and EL students, but these subgroups have increased by 30 or more points.
3. The white student group maintained, while our SED student populations increased. This is significant as it is different results in comparison to ELA.

School and Student Performance Data

Academic Performance Science

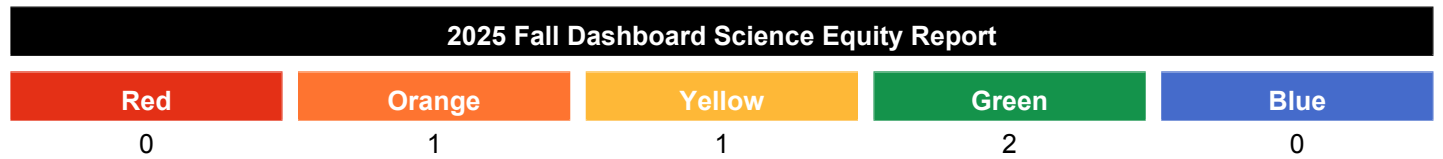
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 54 science points Maintained -1.2 points 288 Students	English Learners  No Performance Color 40.1 science points Increased 7.8 points 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 47 science points Maintained -1.2 points 124 Students

Students with Disabilities  Orange 37.5 science points Maintained 1 points 58 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 49.6 science points Increased 2.8 points 83 Students
Two or More Races  No Performance Color 60 science points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 55.4 science points Declined 3 points 170 Students

Conclusions based on this data:

1. All students decreased 1.2 points, maintaining Yellow.
2. White and Hispanic populations maintained Green status, while SPED students remain in Yellow.
3. Maintaining and Increase in performance for our EL and SPED students

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
55.1 making progress.	57.9 making progress.
Number Students: 49 Students	Number Students: 19 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
8.2%	36.7%	0%	55.1%

Conclusions based on this data:

1. EL Progress is in the Blue.
2. 55.1% increased 1 level
3. 36.7 Maintained.

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.

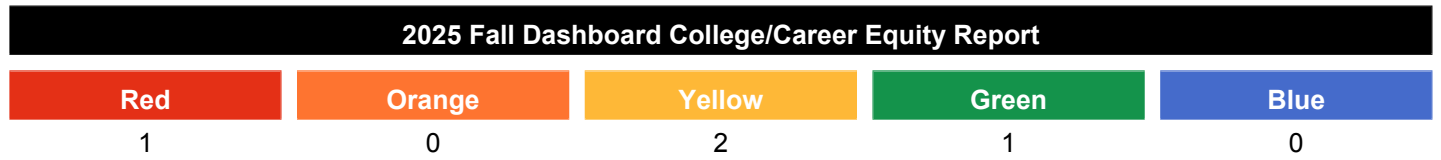
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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  Green Prepared 66.4% Maintained 292 Students	English Learners  No Performance Color Prepared 8.3% Declined 4.2% 24 Students	Long-Term English Learners  No Performance Color Prepared 9.1% Maintained 0.8% 11 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow Prepared 55.3% Declined 3.7% 159 Students

Students with Disabilities  Orange Prepared 11.1% Declined 6% 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow Prepared 49.5% Maintained -0.5% 99 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue Prepared 76.5% Increased 5% 170 Students

Conclusions based on this data:

1. 66.4 of our whole student body is college-ready.
2. The white student subgroup increased to 76.5%
3. SPED, SED and EL showed a slight decline.

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.

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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. No data presented.

School and Student Performance Data

Academic Engagement Graduation Rate

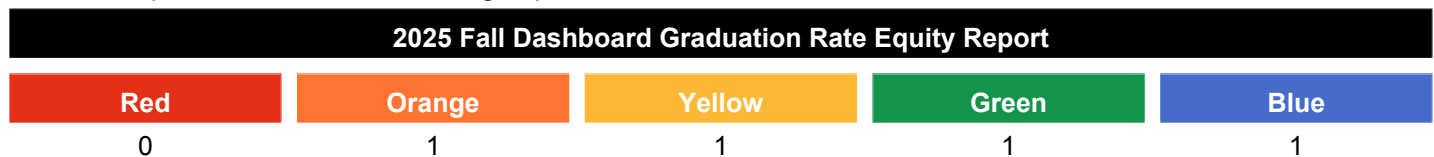
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This section provides number of student groups in each level.



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 Green 94.9% graduated Maintained -0.6% 293 Students	English Learners No Performance Color 70.8% graduated Declined 4.2% 24 Students	Long-Term English Learners No Performance Color 81.8% graduated Declined 1.5% 11 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged Yellow 91.3% graduated Declined 1.6% 160 Students

Students with Disabilities  Orange 78.3% graduated Declined 4.7% 46 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 90% graduated Increased 1.8% 100 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 97.6% graduated Maintained 0% 170 Students

Conclusions based on this data:

1. Overall grad rate maintained with a 94.9% outcome.
2. SWD and EL students have shown a decrease of approx. 4%. LTEL's are graduating at a higher percentage in comparison to the EL group.
3. Hispanic grad rate increased by 1.8%

School and Student Performance Data

Conditions & Climate Suspension Rate

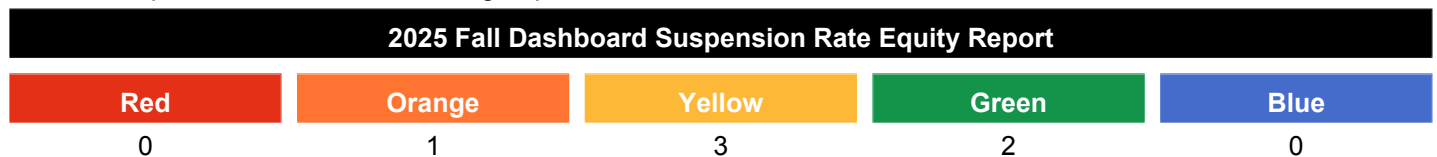
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This section provides number of student groups in each level.



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 Green 3% suspended at least one day Declined 0.7% 1231 Students	English Learners Yellow 7.2% suspended at least one day Declined 3% 69 Students	Long-Term English Learners No Performance Color 7.7% suspended at least one day Declined 1.7% 26 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged Green 4.1% suspended at least one day Declined 2.2% 532 Students

Students with Disabilities  Yellow 6.8% suspended at least one day Declined 3.3% 237 Students	African American  No Performance Color 6.7% suspended at least one day Increased 6.7% 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 0% suspended at least one day Declined 4.5% 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 3.3% suspended at least one day Declined 3.1% 397 Students
Two or More Races  Yellow 3.5% suspended at least one day Maintained -0.1% 57 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 2.9% suspended at least one day Increased 0.5% 731 Students

Conclusions based on this data:

1. African American suspension rate increased.
2. Overall student suspension has decreased to 3%
3. Decline is seen in all major subgroups. Asian population showed the largest decrease at 4.5%, with SWD being the largest subgroup with a 3.3% decrease

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - all students will graduate college and career ready
goal 4 - MLL will reclassify to RFEP within 7 years

Goal 1

Using the CA Dashboard CAASPP results for math, our focus will be to identify areas for growth for all students (64.4 pts. below standard) and focus on developing strategies to meet the needs of our lowest performing student groups (EL and Students with disabilities) as identified by our school site council members and District LCAP goals by June, 2029

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP Results for Math	All: 64.4 points below standard. Students with Disabilities: 176.1 points below standard. English Learners: 233.5 points below standard.	All Students will improve in mathematics by 25 points, moving from -64.4 to -39.9, as reported on the California School Dashboard. Students with Disabilities will improve in mathematics by 60 points, moving from -176.1 to -116.1, as reported on the California School Dashboard. English Learners will improve in mathematics by 45 points, moving from -172.8 to -127.8 as reported on the California School Dashboard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development based on student and staff needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Collaborative Math Classes

Strategy/Activity

Collaborative Math to allow for our staff to meet the learning needs of our students: Collaborative Math is a course where students will receive instruction and support from a Gen Ed. teacher and an RSP teacher. The two teachers will collaborate on curriculum and instruction that meets the A-G requirements while providing additional supports. Two sections in 2025-2026

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students Support

Strategy/Activity

Scheduling for supportive opportunities. In our master scheduling, we have aligned our ELRT and our ELD courses so that we can offer more opportunities for direct support in Math and ELA. Bilingual Instructional Aides are placed in classes where there is a high need for academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students - Peer Tutoring

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Intervention Program - We are introducing two courses of Steps for Success to provide built-in opportunities to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

With our new bell schedule, we will be connecting students with current support systems to identify areas of growth and to support students in those areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Remove RSP-level math courses so that all students are in the general education course. Students will be identified through the IEP process to be placed in a collab teaching model course.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED Model

Strategy/Activity

We will have 3 teachers who will use the Push-in model to provide targeted support in all courses and grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Decreased Numbers in Math 1 courses

Strategy/Activity

In an effort to meet students' needs more effectively in the classroom setting through Tier 1 supports. We will add an additional section of Math 1 to lower the overall enrollment per class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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 deleted.

ANALYSIS

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

The proposed plan indicated in the 24-25 SPSA was effective in increasing our Math scores for all students. All students' Math increased by 13.2 points overall. These numbers demonstrate that our strategies are working towards this goal. SWD increased by 36.1 pts. and EL students increased by 31 pts.

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

We are focusing more on targeted intervention with the new bell schedule. The advisory period will be used to support students in specific areas of growth.

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.

We will be putting together more targeted interventions as indicated in the CAASPP report. SPED and English Department members will develop PLC goals around this topic.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - all students will be college and career ready
Goal 3 - By June 2027, students with disabilities will improve in English language arts (ELA) and mathematics by at least 30 points, moving from -90 to -60 in ELA and -124 to -94 in mathematics.

Goal 2

Using the CA Dashboard CAASPP results for ELA, our focus will be to identify areas for growth for all students (2.2 pts. below standard) and focus on developing strategies to meet the needs of our Students with Disabilities and the lowest-performing student groups (EL and Students with disabilities) as identified by our school site council members and the district LCAP goals by June, 2029

Identified Need

Based on data gathered from the California School Dashboard, we are identifying a need to increase our overall performance while supporting our EL and SWD students to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP Results for ELA	ELA All: 2.2 points below standard Students with Disabilities: 117.9 points below standard English Learners: 92.2 points below standard	All Students will improve in ELA assessment 15 points, moving from -2.2 to 13.8 points above standard, as reported on the California School Dashboard. Students with Disabilities will improve in ELA by 30 points, moving from -117.9 to -87.9 points below standard, as reported on the California School Dashboard. English Language students will improve in ELA by 30 points, moving from -92.2 to -62.2 points below standard, as reported on the California School Dashboard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development based on student and staff needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000

Source(s)

Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED - Collaborative English Classes

Strategy/Activity

Collaborative English Training: Collaborative English is a course where students will receive instruction and support from a Gen Ed. teacher and an RSP teacher. The two teachers will collaborate on curriculum and instruction that meets the A-G requirements while providing additional supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students Support

Strategy/Activity

Scheduling for supportive opportunities. In our master scheduling, we have aligned our ELRT and our ELD courses so that we can offer more opportunities for direct support in Math and ELA. Bilingual Instructional Aides are placed in classes where there is a high need for academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students - Peer Tutoring

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Intervention Plan- We are introducing two courses of Steps for Success to provide built-in opportunities to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

With our new bell schedule, we will be connecting students with current support systems to identify areas of growth and to support students in those areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED Students

Strategy/Activity

Remove RSP-level English courses so that all students are in the general education course. Students will be identified through the IEP process to be placed in a collab teaching model course.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED Model

Strategy/Activity

We will have 2 teachers who will use the Push-in model to provide targeted support in all courses and grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The English department has identified common formative assessments that are aligned with CAASPP to monitor student growth. Use of online assessment tools will be included.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Discretionary

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 deleted.

ANALYSIS

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

The overall impact of strategies for all students was not as successful as the previous year. Our overall score dropped from 1.4 points above average to 2.2 points below. Fortunately, our students with disabilities (30pts) and our EL students (33.8pts) have significantly increased their scores.

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

We are focusing more on targeted intervention with the new bell schedule. The advisory period will be used to support students in specific areas of growth.

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.

We will be putting together targeted interventions around the 4 areas of ELA as indicated in the CAASPP report.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2 - By January of 2027, the percent of students who respond positively to the following YouthTruth question will increase by 12%: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Goal 3

PHS will develop a school culture where all students have a sense of belonging, and feel supported and safe, physically, mentally, and emotionally. Students will be engaged in academic, social, and community opportunities aligned with extra- and co-curricular activities

Identified Need

To develop a school culture that encourages students to participate in school organized activities and programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 Star Metrics	84.9% Overall involvement 40% of PHS students are engaged in Athletics 50% of PHS students are engaged in Clubs 34% of PHS students are engaged in service learning opportunities or clubs.	Students engaged in Athletics, Clubs, and Service Learning will increase in each area by 2%. Overall 84.9% to 86.9% Athletics 40% to 42% Clubs 50% to 52% Service Learning 34% to 36%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th Graders

Strategy/Activity

Grade Level focus teams, to develop teacher-led strategies to increase 9th-grade engagement in school activities. This team will also identify areas of support for academics as well as social-emotional needs of our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Ongoing Staff training of 5 Star. Implement use of 5-star to reinforce PBIS: We continue to plan to expand the use of this program to focus on obtaining data related to student engagement through all extra-curricular experiences, athletics, clubs, performing arts, and community service.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Link Crew Program is designed to promote positive school culture by developing trusting relationships between peers and introducing our incoming 9th graders to the school community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500

Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and parents

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promotion of Clubs and Service Learning Opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Discretionary

1000

ASB

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SPED, EL, and Socio-Economically Disadvantaged Students

Strategy/Activity

College Visits

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Discretionary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase work-based learning opportunities for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SEL and College readiness activities through the advisory period.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 deleted.

ANALYSIS

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

The strategies that we implemented helped lead to an increase in overall participation for all 3 focus areas (athletics, clubs and service learning). Nearly meet our 2% goal.

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

This new goal measures academic and extracurricular engagement to help foster a learning environment that is open and accessible and representative of our student body. Staff has also been trained on the use of the 5 star program which has helped create a common knowledge among students, coaches, and club advisors.

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.

We will use 5-star to track student engagement and use this data to guide school-wide events, policies, and procedures to increase student engagement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: By January of 2027, the percent of students who respond positively to the following YouthTruth question will increase by 12%: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Goal 4

Using the CA Dashboard CAASPP results for the Suspension Rate Indicator, our focus will be to decrease the suspension rate for all students (3.0% suspended at least one day). Our focus is on developing strategies to meet the needs of our most impacted student groups as identified by our school site council members and staff.

Identified Need

The data from the California School Dashboard shows a decline in the suspension rate of all subgroups; they have moved to the Yellow ranking on the dashboard, but still represent a high rate in comparison to state data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rate Indicator	All students: 30% (Green) EL: 7.2% (Yellow) SPED: 6.8% (Yellow)	All student suspension rates will drop at least .5% to 2.5% of students suspended at least one day. EL student suspension rates will drop at least 3% to 6.9% of students suspended at least one day. SPED student suspension rates will drop by at least 3% to 3.8% of students suspended at least one day. Foster Youth student suspension rates will drop at least 5% to 22.3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development for administration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the number of leaders who are focused on school culture. Develop student PBIS teams and peer restorative teams who can be utilized during advisory. Expand the Student Advisory Council.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilized mental health supports as alternative means for correction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL and SPED Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity
Implementation of restorative practices/other means of correction to reduce suspension. Identify, refine, and implement Tier 2 interventions.

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

Amount(s)

Source(s)

1000

Discretionary

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

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

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

Amount(s)

Source(s)

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
The overall implementation of strategies to reduce suspension in 2024-2025 has lead to an overall decrease in total number of suspension at least one day.

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

We will continue with this plan and work towards fully implementing it moving forward. Tier 2 interventions will be utilized. Suspension divergent plans will be considered for non-violent infractions.

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.

Adjustments were made to bring our suspension rates down and to address the inequities presented.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

By June 2027, students with disabilities will improve in English language arts (ELA) and mathematics by at least 30 points, moving from -90 to -60 in ELA and -124 to -94 in mathematics.

All students will graduate PCS college and career ready.

Goal 5

PHS will develop systems for early intervention of students most vulnerable to academic struggles.

Identified Need

The interventions will be focused on supporting students entering 9th grade and for students identified through progress report data, discipline, and attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F List Progress Reports	Fall 2025 F- List 9th Grade: 39 10th Grade: 44 11th Grade: 36 12th Grade: 17	50% Reduction in the number of students on the F list at semester report.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Maintain collaborative support in Math 1 and English 9.

Strategy/Activity

Strategic Scheduling

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Push-In Model

Strategy/Activity

Use RSP teachers to push-in to support students on their case load or in impacted courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Peer Tutoring

Strategy/Activity

Utilize students and qualified staff to provide academic tutoring for identified students. Tutoring supports during Advisory and after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Discretionary

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Specialized Training

Strategy/Activity

Provide specialized training for teachers and support staff focused on interventions strategies to support students in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Develop Academic Success Protocols

Strategy/Activity

Creating an MTSS team of School Counselors, Administration, Therapeutic Support, Bilingual Community Coordinator, and Teaching staff focused on identifying vulnerable students and developing a support plan for those students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Response Protocol for SPED Students.

Strategy/Activity

When a student is failing or in danger of failing, the case managers or other identified adults will utilize the Response Protocol to support the student further.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

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 deleted.

ANALYSIS

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

First year of this goal.

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
ASB	\$1,000.00
Discretionary	\$49,000.00

Subtotal of state or local funds included for this school: \$50,000.00

Total of federal, state, and/or local funds for this school: \$50,000.00

School Site Council Membership

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

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

Name of Members	Role
Giovanni Napoli	Principal
Krista O'Connor	Classroom Teacher
Shannon Britten	Classroom Teacher
Sam Rolle	Classroom Teacher
Jennifer Eaton	Classroom Teacher
Damon Vargas Malo	Secondary Student
Chloe Bulwa	Secondary Student
Luka Alvarez	Secondary Student
Lauren Wilson	Secondary Student
O'meara Haake Cover	Parent or Community Member
Anya Kosakowska	Parent or Community Member
Eric O'Connor	Parent or Community Member
Joe Noriel	Parent or Community Member
Aimen Malik	Secondary Student
	Secondary Student
	Secondary Student
	Secondary Student
	Secondary Student

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

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/4/2026.

Attested:



Principal, Giovanni Napoli on 5/4/2026
SSC Chairperson, Lauren Wilson on 5/4/2026

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019