

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
Pasadena High School	19-64881-1936822	05/19/22	June 23, 2022

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.

Pasadena High School's Single Plan for Student Achievement (SPSA) was developed through a collaborative effort of our professional and classified faculty and staff, parents, and school personnel. The plan that follows is a result of this collaborative effort toward increasing student achievement. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. The SPSA coordinates all educational services and applicable federal and state funding sources.

Stakeholder 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 stakeholders were involved in the planning process for the annual review and update of this SPSA:

1. English Language Advisory Committee (ELAC): This group met monthly to discuss academic achievement and support for English Language Learners, opportunities for parent involvement, and community outreach and presentations (LACOE Community Schools Initiative, College Access Plan, LA County of Health Services) based upon feedback from ELAC.

2. School Site Council (SSC): Monthly meetings to review student achievement and progress, discuss various initiatives or issues surrounding student performance (state, district, campus, community), and make recommendations around these topics.
3. School Personnel: Instructional Leadership Team (ILT) developed list of priorities, recommendations around professional development, and analyzed student performance data. Departments also provided feedback on progress and evaluation of action/strategies.
4. Feedback was gathered from students, teachers, staff, and parents on prioritizing ESSER funds.

Resource Inequities

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

Due to disruption of learning in SY 2019-2020 and 2020-2021 due to COVID-19 pandemic, increased support for social/emotional wellbeing for students and additional support for unfinished learning are significant needs. Security audit from 2016 suggested 6.0 FTE security guards. We are 2.5 FTE positions under this recommendation. Security needed given additional square acreage of gymnasium and use of west end of campus.

School Vision and Mission

Pasadena Unified School District Mission Statement

The Pasadena Unified School District’s mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible, and ethical, able to compete in and contribute to a diverse, democratic society.

Pasadena High School’s Mission Statement

Pasadena High School exists to educate and guide students so that they might reach their full potential as individuals. Our students will learn to think intellectually, be thoughtful, appreciative, and respectful. They will gain the knowledge and understanding necessary to participate as citizens in a democratic society while learning to understand and accommodate social similarities and differences. The will leave Pasadena High School with the skills needed to enter the workforce or to continue their education at a college or university.

Vision Statement

Pasadena High School is a learning community dedicated to instilling in our students a rigorous academic foundation, quality citizenship in a changing society, and a productive work life now and in the future.

School Profile

Pasadena High School was established in 1891. The school has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District and serves students from the communities of Pasadena, Altadena, and Sierra Madre.

Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the opportunity to learn more about careers through visits to the City of Pasadena Courthouse, sit in on law classes at Loyola Marymount University, visit the Los Angeles County Museum of Art, and learn about various roles at a technology company, Spokeo. In addition to our College and Career Pathways, students are also part of our Mandarin Dual Language Immersion Program (DLIP) and our Math Academy, an accelerated math program that begins in fifth grade and prepares students for college-level mathematics courses in high school.

Pasadena High School boasts a staff of 91 certificated team members (1 principal, 3 assistant principals, 1 instructional coach, 4.5 counselors, 2 school psychologists, 1 librarian, 1 SPED coordinator, 1 school nurse and 76 teachers). More than half of the faculty holds Master's Degrees. Teachers participate in bi weekly professional development led by administration. Professional development topics are in collaboration with the Instructional Lead Team.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.32%	0.4%	0.30%	6	7	5
African American	11.68%	11.6%	11.61%	217	213	194
Asian	3.34%	4.5%	4.67%	62	82	78
Filipino	2.1%	1.9%	1.86%	39	34	31
Hispanic/Latino	60.06%	59.2%	56.85%	1,116	1,091	950
Pacific Islander	0.38%	0.4%	0.42%	7	7	7
White	18.95%	19.1%	20.53%	352	352	343
Multiple/No Response	3.01%	2.8%	3.53%	56	52	59
Total Enrollment				1,858	1,842	1,671

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	522	408	368
Grade 10	486	512	392
Grade 11	476	460	480
Grade 12	374	462	431
Total Enrollment	1,858	1,842	1,671

Conclusions based on this data:

1. Student population and demographics have been consistent, with a rise in enrollment for Class of 2023.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	110	93		5.9%	5.0%	
Fluent English Proficient (FEP)	688	689		37.0%	37.4%	
Reclassified Fluent English Proficient (RFEP)	8	30		11.1%	27.3%	

Conclusions based on this data:

1. Our numbers of students identified as English Learners has decreased.
2. Almost half of PHS students are FEP and have shown improvement in ELA CASSPP performance.
3. RFEP students still in need of additional support to achieve grade-level proficiency according to CAASPP assessments.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	376	435		364	305		364	304		96.8	70.1	
All Grades	376	435		364	305		364	304		96.8	70.1	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2585.	2623.		23.08	29.28		30.22	38.16		25.27	19.41		21.43	13.16	
All Grades	N/A	N/A	N/A	23.08	29.28		30.22	38.16		25.27	19.41		21.43	13.16	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	28.85	37.17		41.76	51.97		29.40	10.86	
All Grades	28.85	37.17		41.76	51.97		29.40	10.86	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27.75	29.43		49.73	53.18		22.53	17.39	
All Grades	27.75	29.43		49.73	53.18		22.53	17.39	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	24.45	16.45		55.49	77.30		20.05	6.25	
All Grades	24.45	16.45		55.49	77.30		20.05	6.25	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	27.47	31.58		49.45	62.17		23.08	6.25	
All Grades	27.47	31.58		49.45	62.17		23.08	6.25	

2019-20 Data:

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Conclusions based on this data:

1. Scores increased overall for students by 22.2 points with ALL students scoring 3.3 points above standard.
2. African American students declined 14.6 points and were 67.9 points below the standard.
3. While Students with Disabilities made significant gains, scores were 96.7 points below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	376	435		363	286		363	282		96.5	65.7	
All Grades	376	435		363	286		363	282		96.5	65.7	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2543.	2601.		8.82	16.31		17.36	24.11		20.39	28.01		53.44	31.56	
All Grades	N/A	N/A	N/A	8.82	16.31		17.36	24.11		20.39	28.01		53.44	31.56	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 11	17.68	26.95		22.65	45.39		59.67	27.66				
All Grades	17.68	26.95		22.65	45.39		59.67	27.66				

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12.98	17.38		40.33	59.93		46.69	22.70	
All Grades	12.98	17.38		40.33	59.93		46.69	22.70	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	13.22	17.38		49.59	60.64		37.19	21.99	
All Grades	13.22	17.38		49.59	60.64		37.19	21.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Mean Scale Scores have decline from 65.1 to 72.3 to 82.3 from 2017 to 2019, respectively.
2. Problem Solving & Modeling/Data Analysis is area of greatest concern based upon student performance.
3. Our Students with Disabilities scored 189.9 points below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1537.8	1538.1		1539.4	1543.6		1535.7	1532.1		20	15	
10	1549.9	1557.9		1571.2	1558.3		1528.2	1557.0		24	39	
11	1471.3	*		1453.3	*		1489.1	*		12	8	
12	*	*		*	*		*	*		10	12	
All Grades										66	74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	15.00	6.67		40.00	46.67		35.00	13.33		10.00	33.33		20	15	
10	12.50	20.00		50.00	34.29		29.17	28.57		8.33	17.14		24	35	
11	8.33	*		16.67	*		41.67	*		33.33	*		12	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	10.61	16.18		37.88	32.35		31.82	30.88		19.70	20.59		66	68	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	30.00	26.67		40.00	40.00		25.00	6.67		5.00	26.67		20	15	
10	41.67	40.00		41.67	31.43		8.33	17.14		8.33	11.43		24	35	
11	16.67	*		16.67	*		33.33	*		33.33	*		12	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	28.79	33.82		36.36	36.76		18.18	13.24		16.67	16.18		66	68	

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	5.00	0.00		20.00	33.33		45.00	26.67		30.00	40.00		20	15	
10	0.00	14.29		12.50	25.71		50.00	28.57		37.50	31.43		24	35	
11	8.33	*		0.00	*		58.33	*		33.33	*		12	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	3.03	7.35		10.61	25.00		46.97	32.35		39.39	35.29		66	68	

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	10.00	7.14		70.00	57.14		20.00	35.71		20	14	
10	8.33	11.43		66.67	68.57		25.00	20.00		24	35	
11	0.00	*		41.67	*		58.33	*		12	*	
12	*	*		*	*		*	*		*	*	
All Grades	6.06	8.96		60.61	62.69		33.33	28.36		66	67	

2019-20 Data:

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	85.00	69.23		10.00	15.38		5.00	15.38		20	13	
10	91.67	77.14		0.00	14.29		8.33	8.57		24	35	
11	41.67	*		33.33	*		25.00	*		12	*	
12	*	*		*	*		*	*		*	*	
All Grades	75.76	72.73		10.61	15.15		13.64	12.12		66	66	

2019-20 Data:

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	5.00	21.43		55.00	35.71		40.00	42.86		20	14	
10	4.17	25.71		45.83	34.29		50.00	40.00		24	35	
11	8.33	*		33.33	*		58.33	*		12	*	
12	*	*		*	*		*	*		*	*	
All Grades	4.55	19.40		42.42	34.33		53.03	46.27		66	67	

2019-20 Data:

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	0.00		95.00	64.29		5.00	35.71		20	14	
10	8.33	2.86		87.50	74.29		4.17	22.86		24	35	
11	16.67	*		58.33	*		25.00	*		12	*	
12	*	*		*	*		*	*		*	*	
All Grades	6.06	2.99		78.79	73.13		15.15	23.88		66	67	

2019-20 Data:

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Conclusions based on this data:

1. Student performance indicated strength in Oral Language domain.
2. Writing continues to be an area of focus.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1842	65.1	5.0	1.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	5.0
Foster Youth	31	1.7
Homeless	96	5.2
Socioeconomically Disadvantaged	1200	65.1
Students with Disabilities	275	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	213	11.6
American Indian or Alaska Native	7	0.4
Asian	82	4.5
Filipino	34	1.8
Hispanic	1091	59.2
Two or More Races	52	2.8
Native Hawaiian or Pacific Islander	7	0.4
White	352	19.1

Conclusions based on this data:

1. Increase in student enrollment for 2019-2020 school year.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts declined across all student populations.
2. Graduation rate and College/ Career indicators increased, especially for student populations.

School and Student Performance Data

Academic Performance English Language Arts

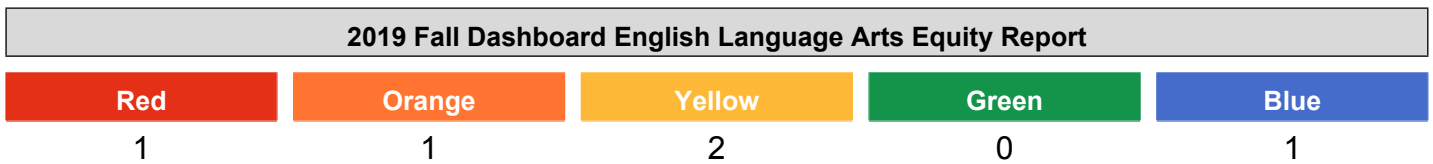
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.3 points above standard</p> <p>Increased Significantly ++22.2 points 351</p>	<p>English Learners</p> <p>No Performance Color</p> <p>108.8 points below standard</p> <p>Increased ++14.2 points</p> <p>21</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>22.1 points below standard</p> <p>Declined -10.9 points</p> <p>20</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>12.7 points below standard</p> <p>Increased ++10.5 points</p> <p>217</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>96.7 points below standard</p> <p>Increased Significantly ++50.8 points 45</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 67.9 points below standard Declined -14.6 points 39	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 79.6 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 points below standard Increased Significantly ++21.8 points 214	 No Performance Color 43.2 points above standard Increased Significantly ++22.0 points 21	 No Performance Color 0 Students	 Blue 47.1 points above standard Increased Significantly ++11.6 points 55

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	98.8 points below standard Increased ++6.9 points 12	12.3 points above standard Increased Significantly ++25.2 points 191

Conclusions based on this data:

- English Language Arts scores declined across all student groups.
- Professional Development around Writing Workshop for the 2018-2019 school year to increase emphasis on writing.

School and Student Performance Data

Academic Performance Mathematics

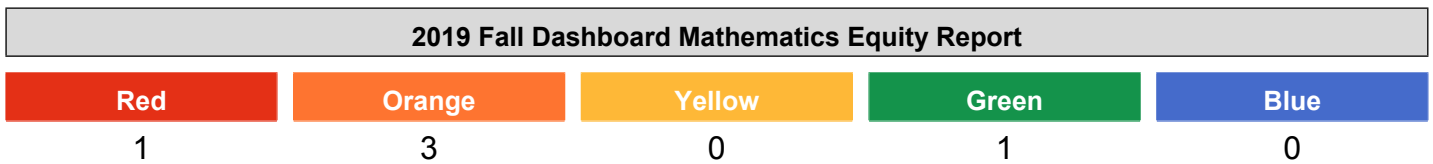
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 82.3 points below standard Declined -10 points 350	<p>English Learners</p> No Performance Color 178.3 points below standard Declined -12.1 points 20	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 131.4 points below standard Declined Significantly -82.5 points 20	<p>Socioeconomically Disadvantaged</p> Orange 98.2 points below standard Declined -10.7 points 217	<p>Students with Disabilities</p> Orange 189.9 points below standard Increased ++4 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 159.4 points below standard Declined Significantly -42 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 3.1 points above standard Increased ++7.1 points 12	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 97.9 points below standard Declined -10.1 points 213	 No Performance Color 40 points below standard Declined Significantly -16.3 points 21	 No Performance Color	 Green 24.6 points below standard Increased Significantly ++20.3 points 54

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	148.5 points below standard Maintained -1.2 points 12	75.3 points below standard Declined -10.2 points 191

Conclusions based on this data:

1. Shift in curriculum from MVP to Carnegie Learning in 2017-2018.
2. Teachers will continue to implement collaborative model in math courses and integrate online component (Mathia) to ensure students have additional support in classes.

School and Student Performance Data

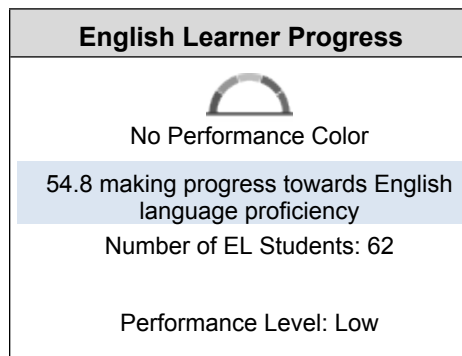
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
14.5	30.6	1.6	53.2

Conclusions based on this data:

1. Still a need to provide SDAIE academic sections for reclassified ELs and current ELs to ensure appropriate differentiation.
2. Continue to provide guidance and counseling to students and families about post-secondary opportunities.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	451	100
African American	60	13.3
American Indian or Alaska Native	3	0.7
Asian	11	2.4
Filipino	8	1.8
Hispanic	273	60.5
Native Hawaiian or Pacific Islander	2	0.4
White	74	16.4
Two or More Races	10	2.2
English Learners	27	6
Socioeconomically Disadvantaged	350	77.6
Students with Disabilities	73	16.2
Foster Youth	13	2.9
Homeless	29	6.4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	78	17.3
African American	4	6.7
American Indian or Alaska Native		
Asian	6	54.5
Filipino		
Hispanic	30	11
Native Hawaiian or Pacific Islander		
White	31	41.9
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	41	11.7
Students with Disabilities	2	2.7
Foster Youth	0	0
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	136	30.2
African American	17	28.3
American Indian or Alaska Native		
Asian	2	18.2
Filipino		
Hispanic	94	34.4
Native Hawaiian or Pacific Islander		
White	11	14.9
Two or More Races		
English Learners	3	11.1
Socioeconomically Disadvantaged	119	34
Students with Disabilities	10	13.7
Foster Youth	2	15.4
Homeless	10	34.5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	210	46.6
African American	20	33.3
American Indian or Alaska Native		
Asian	7	63.6
Filipino		
Hispanic	112	41
Native Hawaiian or Pacific Islander		
White	54	73
Two or More Races		
English Learners	4	14.8
Socioeconomically Disadvantaged	138	39.4
Students with Disabilities	12	16.4
Foster Youth	2	15.4
Homeless	4	13.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	75	16.6
African American	6	10
American Indian or Alaska Native		
Asian	2	18.2
Filipino		
Hispanic	51	18.7
Native Hawaiian or Pacific Islander		
White	10	13.5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	62	17.7
Students with Disabilities	2	2.7
Foster Youth	1	7.7
Homeless	2	6.9

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	89	19.7
African American	8	13.3
American Indian or Alaska Native		
Asian	4	36.4
Filipino		
Hispanic	59	21.6
Native Hawaiian or Pacific Islander		
White	12	16.2
Two or More Races		
English Learners	3	11.1
Socioeconomically Disadvantaged	67	19.1
Students with Disabilities	5	6.8
Foster Youth	1	7.7
Homeless	3	10.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	52	11.5
African American	1	1.7
American Indian or Alaska Native		
Asian	3	27.3
Filipino		
Hispanic	38	13.9
Native Hawaiian or Pacific Islander		
White	5	6.8
Two or More Races		
English Learners	3	11.1
Socioeconomically Disadvantaged	41	11.7
Students with Disabilities	4	5.5
Foster Youth	1	7.7
Homeless	2	6.9

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	34	7.5
African American	1	1.7
American Indian or Alaska Native		
Asian	2	18.2
Filipino		
Hispanic	29	10.6
Native Hawaiian or Pacific Islander		
White	1	1.4
Two or More Races		
English Learners	1	3.7
Socioeconomically Disadvantaged	29	8.3
Students with Disabilities	0	0
Foster Youth	1	7.7
Homeless	4	13.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. We will continue to recruit students into college and career pathways to help increase post-graduation readiness.
2. We will continue to provide support for student populations typically underrepresented at IHEs (Institutions of Higher Education) through EAOP, Upward Bound, Puente, and college fairs aimed at specific student populations. We will also

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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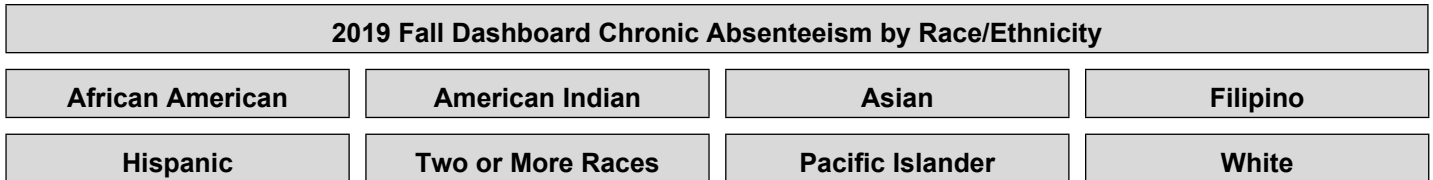
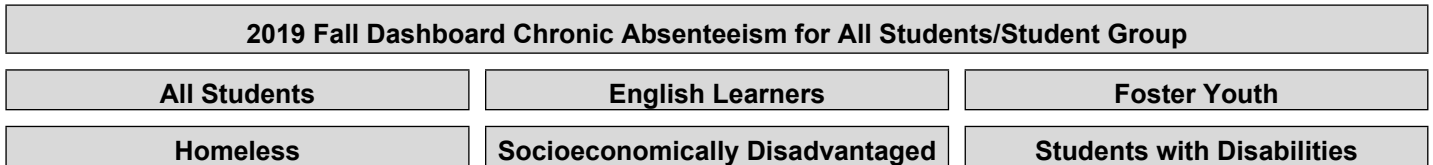
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	451	421	0	93.3
English Learners	27	23	0	85.2
Foster Youth	13	6	0	46.2
Homeless	29	21	0	72.4
Socioeconomically Disadvantaged	350	322	0	92
Students with Disabilities	73	57	0	78.1
African American	60	53	0	88.3
American Indian or Alaska Native	3		0	
Asian	11	11	0	100
Filipino	8		0	
Hispanic	273	255	0	93.4
Native Hawaiian or Pacific Islander	2		0	
White	74	71	0	95.9
Two or More Races	10		0	

Conclusions based on this data:

1. Counselors monitored students' progress toward fulfilling graduation requirements to ensure completion.
2. Increased graduation rate of English Learners and Students with Disabilities due to consistent staffing and monitoring of students. Special Education teachers conducted weekly data chats with Assistant Principal and developed plans to monitor students or identify supports to help students. English Learners progress monitored by EL Instructional Coach. EL Coach conducted meetings with students and communicated with families each grading cycle. Students received support through tutorial center from peers and teachers.

School and Student Performance Data

Conditions & Climate Suspension Rate

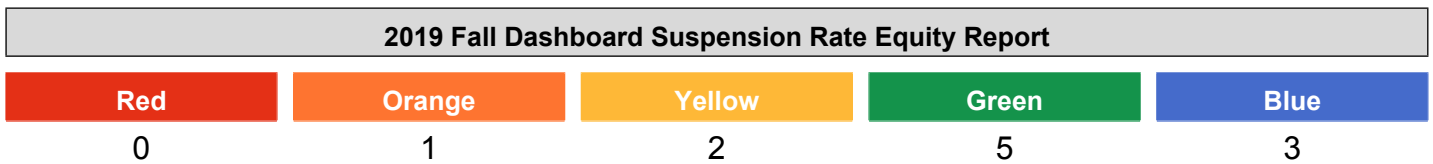
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Green	 Orange
2.3	3.3	11.8
Declined -1.6	Declined -3.9	Declined -12.8
1847	90	51
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green	 Green	 Yellow
2	3	7
Declined -0.8	Declined -1.4	Declined Significantly -5.4
99	1219	270

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6.4 Declined Significantly -3.5 218	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 56	 Blue 0 Maintained 0 40
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1 Declined -1.3 1130	 Blue 0 Declined -6.7 63	 No Performance Color Less than 11 Students - Data 8	 Green 1.5 Declined -0.4 328

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	2.3

Conclusions based on this data:

1. PHS has established procedures and protocols in place to ensure the safety and security of our students and staff. This has resulted in an overall decrease in our suspension rate over the past three years (-1.2%).
2. Continue to develop systems of intervention for students with substance abuse referrals to IMPACT counselor.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (Math)

Goal 1

CAASPP Math Average Distance From Standard for African American will increase the baseline of 159.4 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 44.4 or more (to reach Yellow) to end at 162.4 or higher by the end of the 2022-2023 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -98.2 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 38.3 or more (to reach Green) to end at -95.2 or higher by the end of the 2022-2023 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -97.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 37.9 or more (to reach Green) to end at -94.9 or higher by the end of the 2022-2023 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -189.9 (Orange) from 2019 by a total of 74.9 or more (to reach Yellow) with a stretch goal of 129.9 or more (to reach Green) to end at -115 or higher by the end of the 2022-2023 school year.

Identified Need

There is an identified achievement gap among our highest student group and the following student groups: African American (12%), Socioeconomically Disadvantaged (62%), Hispanic (62%) , and Students with Disabilities (13%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics) African American	159.4 below standard	115 below standard
SBAC (Mathematics) Socioeconomically Disadvantaged	98.2 below standard	95.2 below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics) Hispanic	97.9 below standard	94.9 below standard
SBAC (Mathematics) Students with Disabilities	189.9 below standard	115 below standard
SBAC Interim (African American)	43% near standard/ 0% above standard	>43% near standard/ >0% above standard
SBAC Interim (Hispanic)	38% near standard/ 4 above standard	> 38% near standard/ > 4% above standard
SBAC Interim (English Learners)	17% near standard/ 0% above standard	>17% near standard/ >0% above standard
SBAC Interim (Students with Disabilities)	20% near standard/ 0% above standard	>20% near standard/>0% above standard

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)

English Learners, Low Income, Students with Disabilities, African American, Hispanic

Strategy/Activity

The service provided is pullout out days for teachers to plan and prepare for individual student conferences and targeted instruction by our Mathematics teachers to meet the needs of low-income, EL, and Foster Youth who may also identify as receiving special education services. The needs identified are student proficiency rates in mathematics that are below grade level proficiency. This will improve service to the identified students so that they are supported with specific instruction and monitoring of progress by teachers. We believe this will be effective based upon similar support provided by the BARR program in the 2021-22 SY and prior experience in the 2018-19 SY.

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)

6500

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Low Income, Students with Disabilities, African American, Hispanic

Strategy/Activity

Teachers will plan during the summer and outside of contractual hours during the SY 2022-23 to develop lesson plans using current data to inform planning for standards based instruction and to address learning needs identified using local common assessments. This will benefit students as teachers will use assessment data and classroom observational data to target specific needs and deliver instruction using research-based strategies to improve student engagement and acquisition of standards.

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)

Unrestricted

Annual Review

SPSA Year Reviewed: 2021-22

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.

Math teachers utilized Mathia Mondays during 2022-2023 school year to help mitigate learning losses. Teachers were unable have pullout days until February to develop common assessments and planning to respond to student learning needs. However, there needs to be consistency and timeline in regard to administration of common assessments and time to analyze results as it was discovered that some teachers did not administer common assessment during agreed upon timeframe.

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

Due to the ongoing COVID pandemic, substitutes were not secured for pullout days. As a result, teachers did not have sufficient time to design, administer, and evaluate common assessments.

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.

Based upon the team's analysis, CAASPP goals will remain the same due to limited results from the 2019-2020 and 2020-2021 school years. Additionally, teachers wanted to continue current strategies as they were unable to evaluate the effectiveness based upon the challenges with attendance, learning gaps, and minimal time to collaborate to identify student needs and improvements.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (ELA)

Goal 2

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -67.9 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 27.9 or more (to reach Yellow) to end at -64.9 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -96.7 (Orange) from 2019 by a total of 51.7 or more (to reach Yellow) with a stretch goal of 66.8 or more (to reach Green) to end at -45 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -7.1 (Yellow) from 2019 by a total of 7.1 or more (to reach Green) with a stretch goal of 37.1 or more (to reach Blue) to end at 0 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -12.7 (Yellow) from 2019 by a total of 12.7 or more (to reach Green) with a stretch goal of 42.7 or more (to reach Blue) to end at 0 or higher by the end of the 2022-2023 school year.

Identified Need

Student Groups In Need of Improvement: African American (12%), Socioeconomically Disadvantaged (62%), Hispanic (62%), Students with Disabilities (13%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Exam (April 2023) African American	-67.9 (Red)	-64.9 or higher by the end of the 2022-2023 school year
CAASPP SBAC English Exam (April 2023) Students with Disabilities	-96.7 (Orange)	-45 or higher by the end of the 2022-2023 school year
CAASPP SBAC English Exam (April 2023) Hispanic	-7.1 (Yellow)	meeting standard or higher by the end of the 2022-2023 school year
CAASPP SBAC English Exam (April 2023) Socioeconomically Disadvantaged	-12.7 (Yellow)	meeting standard or higher by the end of the 2022-2023 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Houghton Mifflin Reading Inventory (HMRI) Class of 2023, 2024	(Below Basic/ Basic/Proficient/Advanced) Class of 2023: 25%/16%/35%/24% Class of 2024: 22%/21%/22%/35%	(Below Basic/ Basic/Proficient/Advanced) Class of 2023: 35%/>24% Class of 2024: 22%/>35%
SBAC Interim Assessment	45% near standard/ 32% above standard	>45% near standard/ >32% above standard

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)

African American, Hispanic, SWD, Socioeconomically disadvantaged students

Strategy/Activity

Summer planning to develop campus-wide shared practices. This will increase/improve service by planning to support reading comprehension, reading stamina, and opportunities for independent, guided, and shared reading, to provide consistent expectations for students so they develop upon prior year's content and instruction.

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)

Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will conduct pullout planning days during the year. This will increase/improve service by teachers examining student work to guide planning that supports best practice, standards-aligned writing instruction, providing feedback from teachers, and help students with enhancing literacy skills. PHS believes this will be effective because it will allow for teachers to better differentiate and tailor instruction based upon needs of 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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Teachers developed lessons and units based upon district roadmap through planning during the summer and outside of school hours. This allowed teachers to improve services to students based upon student work examined by modifications to instruction. Teachers utilized professional development days to examine student work and adjusted pacing of roadmap according to student needs.

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

Due to the ongoing COVID pandemic, securing substitutes for pullout days proved a challenge. As a result, teachers planned outside of contractual hours and on district-sponsored professional development days. Thus, funds allocated toward this were not exhausted.

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.

Based upon the inconsistencies during the 2021-2022 school year, it was determined that there would be no changes to the goal as the team was unable to evaluate the effectiveness based on inconsistent implementation.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Increase reclassification rate of English Learners and improve success rates among all levels of English Learners in Math and ELA CAASPP.

Identified Need

Proficiency in CASSPP exams in English and Mathematics for English Learners (4% of student population) and increased passing rate in core academic classes (Math, English, Science, Social Studies, Foreign Language).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
April 2021 English Language Arts/Literacy CAASPP Exam	108 points below standard	60.1 below standard or better
April 2021 Mathematics CAASPP Exam	178.3 points below standard	115 points below standard or better
Reclassification (ELPAC)	11.1% Reclassification (RFEP)	>11.1% Reclassification by Fall 2020

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)

English Learners

Strategy/Activity

Provide instructional aide (0.75) and bilingual clerk (1.0) to assist with monitoring student progress and provide classroom support in content areas identified as areas of improvement based upon student assessments and grades so that students receive additional support to access academic content and knowledge. This will provide continued service for students to have support in core content areas and will assist in communicating with families and teachers on student progress.

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)

90000

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will target specific learners that need additional supports in core a-g courses and will improve services for students by providing additional support to successfully master academic content. We believe this will help students as we have seen student improvement through additional support in years past.

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)

2,550

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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.

We provided targeted support in English, Math, and Science courses based upon student grades in prior semesters. We saw a decrease in D/F rates among students receiving support. However, the support was not as consistent in the Spring due to personnel shifts with our classroom aides. We also had difficulty in hiring new personnel due to limited applicants.

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 were unable to provide tutorial services after school as we could not secure a certificated teacher to supervise students. As a result, we secured additional instructional support during the school day, focused on ELD, Math, and Science courses.

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.

Given the inconsistencies with staffing, we aim to implement the stated action items for the SY 2022-23 to better support students and evaluate the effectiveness of the strategy.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 4

Suspension Rate for Foster Youth will decrease the baseline of 11.8 (Orange) from 2019 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -1.8 or more (to reach Green) to end at 11.5 or lower by the end of the 2022-2023 school year.

Suspension Rate for African American will decrease the baseline of 6.4 (Yellow) from 2019 by a total of -0.4 or more (to reach Green) with a stretch goal of -4.9 or more (to reach Blue) to end at 6 or lower by the end of the 2022-2023 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 7 (Yellow) from 2019 by a total of -1 or more (to reach Green) with a stretch goal of -5.5 or more (to reach Blue) to end at 6 or lower by the end of the 2022-2023 school year.

Increase positive response rate of school safety and sense of belonging and support through surveys for the 2022-2023 school year.

Identified Need

Suspension Rates for Foster Youth (1.4%), African American (12%), and Students with Disabilities (13%) were over identified in comparison to other peer groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Foster Youth)	11.8	11.5 or lower by the end of the 2021-2022 school year
Suspension Rate (African American)	6.4	6 or lower by the end of the 2021-2022 school year
Suspension Rate (Students with Disabilities)	7	6 or lower by the end of the 2021-2022 school year
California Healthy Kids Survey (Total School Supports)	55% rating "very much true" or "pretty much true"	>55% rating "very much true" or "pretty much true"
California Healthy Kids Survey (Caring Adults in School)	64% rating "very much true" or "pretty much true"	>64% rating "very much true" or "pretty much true"
California Healthy Kids Survey (High Expectations)	77% rating "very much true" or "pretty much true"	>77% rating "very much true" or "pretty much true"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (School Connectedness, Academic Motivation, & Parental Involvement)	70% rating "very much true" or "pretty much true" (school connectedness) 81% rating "very much true" or "pretty much true" (academic motivation) 57% rating "very much true" or "pretty much true" (parental involvement)	>70% rating "very much true" or "pretty much true" (school connectedness) >81% rating "very much true" or "pretty much true" (academic motivation) >57% rating "very much true" or "pretty much true" (parental involvement)
California Healthy Kids Survey (Meaningful Participation)	24% "very much true" or "pretty much true"	>24% "very much true" or "pretty much true"

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 (Foster Youth, Low Income)

Strategy/Activity

Service provided is increased safety and support by security personnel to meet the needs of all students, especially foster youth, low income students, and English Learners, at school events and extracurricular activities as this has shown to foster school connection among marginalized 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)

45,000

Source(s)

LCFF - Supplemental and Concentration (S/C)

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

Conduct student engagement surveys in Fall and Spring semesters to identify areas to increase student connectedness and determine areas of improvement so that students have voice and choice in school activities and activities are provided that are of high interest to all 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 3

Students to be Served by this Strategy/Activity

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

Class of 2025 Freshmen Class

Strategy/Activity

Create 1.0 TOSA I as BARR Coordinator to help implement BARR Program for incoming ninth grade students so that students build community and positive relationships with peers and teachers resulting in increased participation, higher academic success, and become a part of PHS 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)

139,302 Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

We will provide substance abuse counseling by a counselor once a week to meet the needs of low-income, EL, and Foster Youth students who have been identified as requiring additional support in developing healthy coping mechanisms. This will benefit students as they will develop skills to cope with situations in a healthy manner that will contribute to increased attendance and engagement in academic courses. This has been effective in supporting students in the 2022-23 SY where students became more engaged and connected in 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)

15,000 LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Low-Income, Foster Youth

Strategy/Activity

We will provide restorative practices facilitated by a coordinator to meet the needs of low-income, EL, and Foster Youth students who have been identified as requiring additional support in developing strategies to handle difficult situations. This will benefit students as they will develop skills to cope with situations in a healthy manner that will contribute to increased attendance and engagement in academic courses. This has been effective in supporting students in the 2022-23 SY where students involved in restorative circles and practices minimized offenses that led to discipline referrals and increased academic engagement.

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)

45000

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2021-22

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.

We saw increased support of freshmen students during remote learning and a structured monitoring system for students based upon the implementation of the BARR model. Students also developed team building through iTime activities.

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 anticipate the necessity of a BARR coordinator given the unfinished learning with incoming freshmen over the past two years.

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.

Given school dismissal in Spring 2020 and virtual setting for majority of 2020-21 SY, we will reevaluate needs of students based on year end data for the SY 2021-2022.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning. (Attendance)

Goal 5

We will increase attendance rate of all students by 0.5% for the 2020-2021 school year from 96.31% to 96.8% or higher by June 2022. We will also increase attendance rates of African American students in 96%-99% rate of 35.2% and students in 94%-96% rate of 19.0%.

Identified Need

Increase African American (12%) attendance in 94%-99% range.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Truancy Rate (Attendance)	96.31	96.8
Attendance rates of African American students in 96%-99% rate	35.2%	>35.2%
Attendance rates of African American students in 94%-96% rate	19.0%	>19.0%

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)

Students identified as truant and/or chronically absent.

Strategy/Activity

We will conduct biweekly evaluations of student attendance and follow up with check ins for families of students identified as chronically absent (8-10%). (Source: 2021-2022 PHS Student Attendance Report)

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: 2021-22

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.

We have maintained an attendance rate of 95.9%-96.3% over the last five years. We will continue to identify students who are chronically absent and enlist Community Specialist Liaison (LACOE) to assist families and students

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 were part of the LACOE Community Schools Initiative for the 2019-2020 school year and we received a Community Schools Specialist, who will continue to work with students and families in need, addressing needs outside of school and working with community partners.

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 are unsure at the moment what guidelines will be provided with respect to attendance due to COVID 19. ADA will be measured from July 2019 to February 2020 for the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

Provide families with tools and activities they can apply toward college readiness that will lead to increases in a-g completion, reclassification rates, FAFSA completion, and increased attendance at parent meetings by the end of the 2022-23 school year (SY).

Identified Need

During parent forums held throughout the 2021-22 SY, parents expressed interest in learning more about CCGI, help to better support efforts of students to reclassify, and the need for a timeline beginning in Freshman year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at PIQE meetings by English- and Spanish-speaking parents.	35 English-speaking families 62 Spanish-speaking families	> 35 English-speaking families > 62 Spanish-speaking families
Attendance at FAFSA Sit and Do nights.		
Attendance at ELAC monthly meetings.		
Students a-g eligible after S1 and S2 in 9th, 10th, 11th, 12th (i.e. credits attempted v. credits earned with C or higher.)		
Attendance at PTSA monthly meetings.		
Attendance at AAPC monthly meetings.		

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

Establish Community Assistant to provide ongoing support for families through constant communication and in-person support at school events (Back to School, Bulldog Days, Open House, College Night, AP Night)

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)

38849

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL, Foster Youth, Low Income Student Groups

Strategy/Activity

PHS will provide Parent Institute for Quality Education (PIQE) "Access to Higher Education" workshops to meet the needs of student families identified as EL, FY, and low income, which have been identified as a desire to become involved in the college readiness of their students. This will be effective as this activity in the SY2022-23 provided families with tools and provided a forum to ask and have questions answered by PHS personnel.

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)

5242

Source(s)

Title I Part A: Parent Involvement

2050

LCFF - Supplemental and Concentration (S/C)

708

Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

PHS will provide a quarterly newsletter to communicate news and celebrations to meet the needs of families of English Learners to enhance communication for families unable to access technological communication. This will benefit families as it will serve as an additional means of communication and provide necessary information for school meetings. This will be effective as evidenced by the success of other PUSD campuses with newsletters.

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)

Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PIQE will provide professional learning for school personnel that will increase services to our families of students identified as low income, foster youth, and English Learners by building capacity in addressing equity, building racial literacy, and increasing family engagement.

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)

8000

Source(s)

Foundation

Annual Review

SPSA Year Reviewed: 2021-22

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.

We saw low attendance of families attending ELAC meetings (from 2-8 families per meeting). We modified meeting schedule, but changes did not yield expected outcomes.

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.

We will enhance participation and involvement through live streaming and recording meetings for families to access at their convenience.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

Increase percentage of students meeting college and career readiness standards.
 Increase FAFSA completion.
 Increase percentage of students graduating having met all A-G requirements.
 Increase accessibility to Advanced Placement courses to all students, especially low SES, Foster Youth, and students less represented in these courses.

Identified Need

22% of African American Students met college and career readiness indicators.
 8.3% of English Learners met college and career readiness indicators.
 39.2% of Hispanic students met college and career readiness indicators.
 39.2% of Economically Disadvantaged students met college and career indicators.
 59.23% of seniors completed FAFSA from in 2017-2018.
 331 students took at least one Advanced Placement course and exam.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FAFSA Completion Rate	55% completed FAFSA in 2020-21.	>55% or more of seniors complete FAFSA
A-G Completion Rate (California Dashboard)	53% in 2017-2018	>53% of students graduate having met A-G requirements
African American Students met college and career readiness indicators.	22%	>22%
English Learners met college and career readiness indicators	8.3%	>8.3%
Hispanic students met college and career readiness indicators.	39.2%	>39.2%
Economically Disadvantaged students met college and career indicators	39.2%	>39.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students completing at least one AP course and exam	331 students	>331 students

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 10th and 11th Grade Students

Strategy/Activity

100% of juniors and sophomores will secure adequate preparation for a college entrance exam (SAT) by participation in the PSAT/NMSQT.

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)

English Learners, Low Income

Strategy/Activity

Utilize 0.5 FTE Counselor to provide monthly parent information learning sessions about preparing for college through high school (English and Spanish) in collaboration with College Access Plan (CAP). Provide opportunities for families to learn about trauma informed care, social and emotional well being, and parenting skills for high school students to increase participation among parents in academic success. This service will benefit students by providing targeted support from counseling center with respect to college readiness, course selection, and social/emotional 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)

56450

LCFF - Supplemental and Concentration (S/C)

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

Using the AP Potential tool, counselors will identify students' strengths and enroll students in Advanced Placement courses that align to student interest and strength so that students are given opportunity to access college level curriculum and instruction. Teachers will attend professional development (Summer AP Institute) to better understand new strategies and curriculum to help students successfully navigate courses and prepare for exams.

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)

African American students

Strategy/Activity

Attend the HBCU College Fair so that students have opportunity to identify potential schools and gain more information about scholarship opportunities and college preparedness offered through HBCUs.

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: 2021-22

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.

We will focus on ensuring students are scoring a 3 or higher on AP exams and will delve into concepts that students may have difficulty with. We provided two different virtual "Sit and Do" workshops with families for seniors completing the FAFSA with mixed success .

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

Given the anticipated needs of students and families, we would like to increase counseling staff by 0.5 to have five full time counselors.

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.

Due to the current health restrictions we may have to revisit a different format of our "Sit and Do" in person sessions. Any changes will be reflected in this section.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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: 2021-22

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.

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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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Annual Review

SPSA Year Reviewed: 2021-22

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.

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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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Annual Review

SPSA Year Reviewed: 2021-22

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.

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	\$183393
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$183393
Other State/Local Funds provided to the school	\$211050

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 Funding Sources	Allocation (\$)
Title I	\$178151
Title I Part A: Parent Involvement	\$5242

Subtotal of additional federal funds included for this school: \$183,393

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$211050

Subtotal of state or local funds included for this school: \$211,050

Total of federal, state, and/or local funds available for this school: \$394,443

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	178151.00	0.00
Title I Part A: Parent Involvement	5242.00	0.00
LCFF - Supplemental and Concentration (S/C)	211050.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	6,500.00
Foundation	8,000.00
LCFF - Supplemental and Concentration (S/C)	211,050.00
Other	45,000.00
Title I Part A: Allocation	178,151.00
Title I Part A: Parent Involvement	5,242.00
Unrestricted	21,708.00

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
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Robert Hernandez	Principal
Gabriela Rodriguez	Parent or Community Member
Leigh Gluck	Parent or Community Member
Julie Flad	Parent or Community Member
Matthew Smith	Classroom Teacher
Hillary Temple	Classroom Teacher
Carolina Sandoval	Classroom Teacher
Jonathan Gardner	Classroom Teacher
Tatiana Reyes	Other School Staff
Angel Rodriguez	Secondary Student
Daniela Sanchez	Secondary Student
Sarah Vance	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 May 19, 2022.

Attested:

Principal, Roberto Hernandez on 05/19/2022

SSC Chairperson, Gabriela Rodriguez on 05/19/2022

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.

[Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: Pasadena High

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	1,079	\$239,527.21

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name


English Learner Advisory Committee	
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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 May 19, 2022.

Attested:

Principal, Roberto Hernandez on 05/97/22	
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SSC Chairperson, Gabriela Rodriguez on 05/19/22	
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