

# 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 |
|---|-----------------------------------|--|---------------------------|
| John Muir High School<br>Early College Magnet | 19-64881-1936103                  | May 24, 2022                           | 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

Additional academic support will be provided to our students and families who are low performing, special education and English learners.

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.

We will have monthly meetings with the school site council to review our progress as described in the plan. During the meetings we will also align our SPSA to the districts LCAP, our Early College Outcomes and our school's WASC action plan.

## 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 SPSA is reviewed and updated with our School Site Council (SSC) and English Learners Advisory Committee (ELAC). The School Site Council consist of parents, teachers, students, staff members and the principal. ELAC consist of parents, staff and administrators. ELAC meetings are the second Tuesday of each month and SSC meets the third Tuesday of each month. During these meetings the committees review the progress of the SPSA as well as updating or revising portions of the plan. The school plan has also been shared in collaboration with our Instructional Leadership Team (ILT). Feedback has been gathered from surveys and discussion from students and parents.

# Resource Inequities

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

None at this moment.

# School Vision and Mission

Vision Statement: Mustangs will learn to dream, be empowered, and have purpose.

Mission Statement: The purpose of John Muir High School Early College Magnet is to create a loving environment where students learn to set and strive for high expectations, have a growth mindset, and work hard to achieve mastery of a rigorous, Early College curriculum. We are committed to developing relationships with students and providing connections in the community to meet students' unique needs to succeed in college, career, and their future endeavors.

The Muir Way!

We Will:

Have high expectations.

Demonstrate a growth mindset.

Build relationships and community.

# School Profile

John Muir High School Early College Magnet is a 52 acres campus located in Pasadena just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. John Muir High School is one of 28 schools in the Pasadena Unified School District. With over 900 students from varying backgrounds, cultures, socioeconomic groups, and academic profiles, John Muir High School's ultimate strength lies in its ability to offer a diverse array of programs, services, and instructional methodologies to meet the needs of all students. We offer three Linked Learning academies on campus with special areas of focus for each program. Our Arts, Entertainment and Media Academy has a state of the art production studio. Our Business and Entrepreneurship Academy has a Credit Union on campus, where are students are the tellers, as well as, a print shop and embroidery room. The Engineering and Environmental Science Academy has a lab space where students construct a solar boat from the ground up. The space also houses multiple 3D printers and other machinery to support the academy needs.

John Muir High School Early College Magnet has an enrollment over 900 students in grades 9 through 12 for the 2021-2022 school year. The ethnic composition for the school is approximately 22% African American, .5% Asian, 1% Filipino, 67% Hispanic, 5.5% White, 2% Two or More Races. Approximately 85% of the families at JMHS qualify for free or reduced lunch.

In 2017-2018, JMHS received a grant to become an early college high school. This grant has enabled the school to offer college credit to students on the high school campus. The school has a partnership with Pasadena City College who provides the instructors for the Dual Enrollment courses. Starting in students 9th grade year, all students have the opportunity to earn at least 6 college credits each year. In addition to the college courses, JMHS has 50 certificated staff (teachers, counselors, administrators) and 50 classified staff members who support the school's vision and mission, as well as, a supportive PTSA, ELAC and Alumni Association.

# 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                | 0.12%                 | 0.1%  | 0.11%  | 1                  | 1     | 1     |
| African American               | 23.8%                 | 24.1% | 22.33% | 193                | 223   | 209   |
| Asian                          | 0.49%                 | 0.4%  | 0.85%  | 4                  | 4     | 8     |
| Filipino                       | 0.86%                 | 0.8%  | 0.85%  | 7                  | 7     | 8     |
| Hispanic/Latino                | 69.17%                | 67.6% | 68.06% | 561                | 627   | 637   |
| Pacific Islander               | 0.12%                 | 0.2%  | 0.11%  | 1                  | 2     | 1     |
| White                          | 2.96%                 | 4.6%  | 5.66%  | 24                 | 43    | 53    |
| Multiple/No Response           | 2.22%                 | 2.2%  | 2.03%  | 18                 | 20    | 19    |
| <b>Total Enrollment</b>        |                       |       |        | 811                | 927   | 936   |

## 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                           | 228                | 313   | 273   |
| Grade 10                          | 204                | 214   | 282   |
| Grade 11                          | 202                | 206   | 192   |
| Grade 12                          | 177                | 194   | 189   |
| <b>Total Enrollment</b>           | 811                | 927   | 936   |

### Conclusions based on this data:

1. Our enrollment is showing an increase over the past three years.

2. We are losing students each grade level after the freshman year..

3. We lost 30 students from 9th to 10th grade which doubles the normal.

# 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                              | 91                 | 81    |       | 11.2%               | 8.7%  |       |
| Fluent English Proficient (FEP)               | 350                | 396   |       | 43.2%               | 42.7% |       |
| Reclassified Fluent English Proficient (RFEP) | 7                  | 40    |       | 7.4%                | 44.0% |       |

### Conclusions based on this data:

1. The number of EL students has fluctuated
2. We have had a increase in the number of students who are FEP and students who have been reclassified over the past three years

# 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                               | 169                    | 205   |       | 167                  | 13    |       | 166                | 13    |       | 98.8                   | 6.3   |       |
| All Grades                             | 169                    | 205   |       | 167                  | 13    |       | 166                | 13    |       | 98.8                   | 6.3   |       |

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                             | 2539.            | 2656. |       | 10.24      | 38.46 |       | 24.70          | 46.15 |       | 30.72             | 15.38 |       | 34.34          | 0.00  |       |
| All Grades                           | N/A              | N/A   | N/A   | 10.24      | 38.46 |       | 24.70          | 46.15 |       | 30.72             | 15.38 |       | 34.34          | 0.00  |       |

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| Reading<br>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   | 14.46            | *     |       | 46.39                 | *     |       | 39.16            | *     |       |
| All Grades   | 14.46            | *     |       | 46.39                 | *     |       | 39.16            | *     |       |

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| Writing<br>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  | 16.27            | *     |       | 52.41                 | *     |       | 31.33            | *     |       |
| All Grades  | 16.27            | *     |       | 52.41                 | *     |       | 31.33            | *     |       |

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| Listening<br>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  | 9.04             | *     |       | 66.87                 | *     |       | 24.10            | *     |       |
| All Grades  | 9.04             | *     |       | 66.87                 | *     |       | 24.10            | *     |       |

2019-20 Data:

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| Research/Inquiry<br>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   | 18.67            | *     |       | 48.19                 | *     |       | 33.13            | *     |       |
| All Grades   | 18.67            | *     |       | 48.19                 | *     |       | 33.13            | *     |       |

2019-20 Data:

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**Conclusions based on this data:**

1. There was a considerable increase in proficiency rates this year.
2. Number of students testing was lower.

# 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                               | 169                    | 205   |       | 165                  | 13    |       | 165                | 13    |       | 97.6                   | 6.3   |       |
| All Grades                             | 169                    | 205   |       | 165                  | 13    |       | 165                | 13    |       | 97.6                   | 6.3   |       |

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

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| 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                             | 2506.            | 2613. |       | 3.64       | 23.08 |       | 10.91          | 23.08 |       | 22.42             | 30.77 |       | 63.03          | 23.08 |       |
| All Grades                           | N/A              | N/A   | N/A   | 3.64       | 23.08 |       | 10.91          | 23.08 |       | 22.42             | 30.77 |       | 63.03          | 23.08 |       |

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| Concepts & Procedures<br>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   | 8.48             | *     |       | 24.24                 | *     |       | 67.27            | *     |       |  |  |  |
| All Grades   | 8.48             | *     |       | 24.24                 | *     |       | 67.27            | *     |       |  |  |  |

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| Problem Solving & Modeling/Data Analysis<br>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   | 4.85             | *     |       | 35.15                 | *     |       | 60.00            | *     |       |
| All Grades   | 4.85             | *     |       | 35.15                 | *     |       | 60.00            | *     |       |

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| Communicating Reasoning<br>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   | 5.45             | *     |       | 50.91                 | *     |       | 43.64            | *     |       |
| All Grades   | 5.45             | *     |       | 50.91                 | *     |       | 43.64            | *     |       |

2019-20 Data:

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**Conclusions based on this data:**

1. The percent of students proficient increased.
2. Less students took the test.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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  | 1540.2  | 1541.4 |       | 1528.4        | 1554.2 |       | 1551.3           | 1528.2 |       | 23                        | 29    |       |
| 10   | 1513.3  | 1537.0 |       | 1507.7        | 1546.9 |       | 1518.3           | 1526.7 |       | 19                        | 19    |       |
| 11   | 1525.9  | *      |       | 1513.8        | *      |       | 1537.4           | *      |       | 17                        | 8     |       |
| 12   | 1505.6  | *      |       | 1500.3        | *      |       | 1510.4           | *      |       | 21                        | 9     |       |
| All Grades   |         |        |       |               |        |       |                  |        |       | 80                        | 65    |       |

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| Overall Language<br>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   | 13.04   | 3.45  |       | 30.43   | 44.83 |       | 43.48   | 37.93 |       | 13.04   | 13.79 |       | 23                       | 29    |       |
| 10  | 0.00    | 6.67  |       | 47.37   | 20.00 |       | 31.58   | 66.67 |       | 21.05   | 6.67  |       | 19                       | 15    |       |
| 11  | 0.00    | *     |       | 17.65   | *     |       | 58.82   | *     |       | 23.53   | *     |       | 17                       | *     |       |
| 12  | 19.05   | *     |       | 23.81   | *     |       | 23.81   | *     |       | 33.33   | *     |       | 21                       | *     |       |
| All Grades  | 8.75    | 5.00  |       | 30.00   | 33.33 |       | 38.75   | 48.33 |       | 22.50   | 13.33 |       | 80                       | 60    |       |

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| Oral Language<br>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  | 21.74   | 27.59 |       | 30.43   | 51.72 |       | 34.78   | 17.24 |       | 13.04   | 3.45  |       | 23                       | 29    |       |
| 10   | 21.05   | 20.00 |       | 31.58   | 46.67 |       | 26.32   | 26.67 |       | 21.05   | 6.67  |       | 19                       | 15    |       |
| 11   | 5.88    | *     |       | 29.41   | *     |       | 52.94   | *     |       | 11.76   | *     |       | 17                       | *     |       |
| 12   | 28.57   | *     |       | 28.57   | *     |       | 19.05   | *     |       | 23.81   | *     |       | 21                       | *     |       |
| All Grades   | 20.00   | 23.33 |       | 30.00   | 48.33 |       | 32.50   | 25.00 |       | 17.50   | 3.33  |       | 80                       | 60    |       |

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| Written Language<br>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 |
| <b>9</b>  | 4.35    | 0.00  |       | 8.70    | 6.90  |       | 65.22   | 51.72 |       | 21.74   | 41.38 |       | 23                       | 29    |       |
| <b>10</b>   | 0.00    | 0.00  |       | 10.53   | 0.00  |       | 42.11   | 66.67 |       | 47.37   | 33.33 |       | 19                       | 15    |       |
| <b>11</b>   | 5.88    | *     |       | 11.76   | *     |       | 29.41   | *     |       | 52.94   | *     |       | 17                       | *     |       |
| <b>12</b>   | 0.00    | *     |       | 23.81   | *     |       | 38.10   | *     |       | 38.10   | *     |       | 21                       | *     |       |
| <b>All Grades</b>   | 2.50    | 0.00  |       | 13.75   | 5.00  |       | 45.00   | 51.67 |       | 38.75   | 43.33 |       | 80                       | 60    |       |

2019-20 Data:

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| Listening Domain<br>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 |  |
| <b>9</b>  | 8.70           | 3.45  |       | 65.22               | 68.97 |       | 26.09     | 27.59 |       | 23                       | 29    |       |  |
| <b>10</b>   | 0.00           | 6.67  |       | 63.16               | 53.33 |       | 36.84     | 40.00 |       | 19                       | 15    |       |  |
| <b>11</b>   | 0.00           | *     |       | 17.65               | *     |       | 82.35     | *     |       | 17                       | *     |       |  |
| <b>12</b>   | 4.76           | *     |       | 42.86               | *     |       | 52.38     | *     |       | 21                       | *     |       |  |
| <b>All Grades</b>   | 3.75           | 3.33  |       | 48.75               | 60.00 |       | 47.50     | 36.67 |       | 80                       | 60    |       |  |

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.

| Speaking Domain<br>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 |  |
| <b>9</b>   | 56.52          | 89.66 |       | 34.78               | 6.90  |       | 8.70      | 3.45  |       | 23                       | 29    |       |  |
| <b>10</b>  | 57.89          | 78.57 |       | 31.58               | 14.29 |       | 10.53     | 7.14  |       | 19                       | 14    |       |  |
| <b>11</b>  | 76.47          | *     |       | 17.65               | *     |       | 5.88      | *     |       | 17                       | *     |       |  |
| <b>12</b>  | 66.67          | *     |       | 9.52                | *     |       | 23.81     | *     |       | 21                       | *     |       |  |
| <b>All Grades</b>  | 63.75          | 89.83 |       | 23.75               | 6.78  |       | 12.50     | 3.39  |       | 80                       | 59    |       |  |

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.

| Reading Domain<br>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 |
| <b>9</b>  | 13.04          | 0.00  |       | 56.52               | 37.93 |       | 30.43     | 62.07 |       | 23                       | 29    |       |
| <b>10</b>   | 5.26           | 0.00  |       | 42.11               | 40.00 |       | 52.63     | 60.00 |       | 19                       | 15    |       |
| <b>11</b>   | 5.88           | *     |       | 23.53               | *     |       | 70.59     | *     |       | 17                       | *     |       |
| <b>12</b>   | 4.76           | *     |       | 42.86               | *     |       | 52.38     | *     |       | 21                       | *     |       |
| <b>All Grades</b>   | 7.50           | 0.00  |       | 42.50               | 38.33 |       | 50.00     | 61.67 |       | 80                       | 60    |       |

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.

| Writing Domain<br>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 |
| <b>9</b>  | 4.35           | 0.00  |       | 82.61               | 82.14 |       | 13.04     | 17.86 |       | 23                       | 28    |       |
| <b>10</b>   | 0.00           | 0.00  |       | 84.21               | 92.86 |       | 15.79     | 7.14  |       | 19                       | 14    |       |
| <b>11</b>   | 0.00           | *     |       | 88.24               | *     |       | 11.76     | *     |       | 17                       | *     |       |
| <b>12</b>   | 4.76           | *     |       | 71.43               | *     |       | 23.81     | *     |       | 21                       | *     |       |
| <b>All Grades</b>   | 2.50           | 0.00  |       | 81.25               | 81.03 |       | 16.25     | 18.97 |       | 80                       | 58    |       |

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. Students perform better in the speaking portion of the test.
2. Students struggle in the writing domain
3. Students struggle in the speaking domain

# 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   |
| <b>927</b>                                     | <b>86.5</b>   | <b>8.7</b>  | <b>3.0</b>   |
| 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                                  | 81    | 8.7        |
| Foster Youth                                      | 28    | 3.0        |
| Homeless  | 75    | 8.1        |
| Socioeconomically Disadvantaged                   | 802   | 86.5       |
| Students with Disabilities                        | 161   | 17.4       |

| Enrollment by Race/Ethnicity        |       |            |
|-------------------------------------|-------|------------|
| Student Group                       | Total | Percentage |
| African American                    | 223   | 24.1       |
| American Indian or Alaska Native    | 1     | 0.1        |
| Asian                               | 4     | 0.4        |
| Filipino                            | 7     | 0.8        |
| Hispanic                            | 627   | 67.6       |
| Two or More Races                   | 20    | 2.2        |
| Native Hawaiian or Pacific Islander | 2     | 0.2        |
| White                               | 43    | 4.6        |

### Conclusions based on this data:

1. We have a high student with disability population

2. Our enrollment by ethnicity is changing
3. Our white enrollment continues to increase






# 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  |
|---|---|---|
| <b>English Language Arts</b><br><br>Orange | <b>Graduation Rate</b><br><br>Orange | <b>Suspension Rate</b><br><br>Orange |
| <b>Mathematics</b><br><br>Red              | <b>Chronic Absenteeism</b>  |   |
| <b>English Learner Progress</b>   |   |   |
| <b>College/Career</b><br><br>Green       |   |   |

#### Conclusions based on this data:

1. Our Foster Youth and Students with Disabilities has the highest suspension rate.
2. Our Students with disabilities and English Learners graduation rate is the lowest.
3. Our College and Career Indicators is steadily improving.

# School and Student Performance Data

## Academic Performance English Language Arts

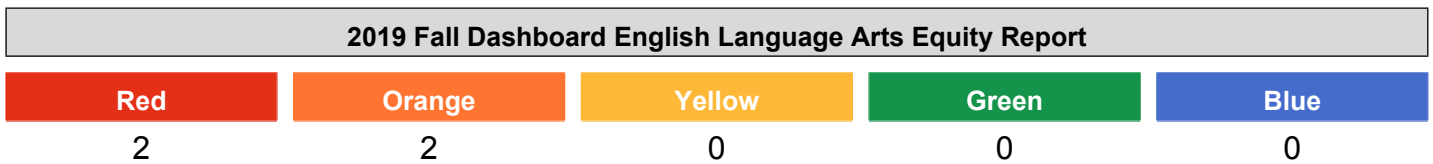
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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 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><b>All Students</b></p> Orange<br>43.5 points below standard<br>Declined Significantly -22.1 points<br>164 | <p><b>English Learners</b></p> No Performance Color<br>151.6 points below standard<br>Declined Significantly -35.8 points<br>23 | <p><b>Foster Youth</b></p> No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2           |
| <p><b>Homeless</b></p> No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10   | <p><b>Socioeconomically Disadvantaged</b></p> Orange<br>38.2 points below standard<br>Declined -9.1 points<br>128               | <p><b>Students with Disabilities</b></p> Red<br>133.7 points below standard<br>Declined Significantly -19.2 points<br>34 |



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| African American  | American Indian  | Asian   | Filipino   |
|---|--|---|--|
| <br>Red<br>46.5 points below standard<br>Declined Significantly -15.9 points<br>46     | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 |
| Hispanic  | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br>44.3 points below standard<br>Declined Significantly -24.6 points<br>109 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 |

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  |
|--|---|---|
| 185 points below standard<br>Declined Significantly -27.1 points<br>17 | Less than 11 Students - Data Not Displayed for Privacy<br>6 | 37.7 points below standard<br>Declined Significantly -20.2 points<br>72 |

**Conclusions based on this data:**

- Each subgroup dropped further below standard in English. All data is from 2019
- Our English Learners have the largest need for growth as that subgroup is the group furthest below standard.
- Our English Learners and Special Education students need additional supports to show growth.

# School and Student Performance Data

## Academic Performance Mathematics

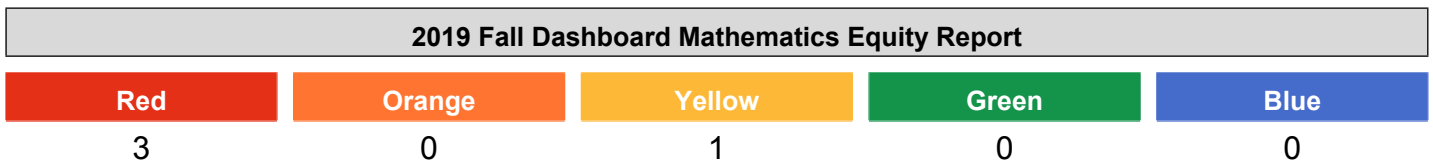
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> Red<br>121.8 points below standard<br>Maintained ++0.7 points<br>162            | <p><b>English Learners</b></p> No Performance Color<br>218.6 points below standard<br>Declined Significantly -33.9 points<br>22 | <p><b>Foster Youth</b></p> No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 |
| <p><b>Homeless</b></p> No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 | <p><b>Socioeconomically Disadvantaged</b></p> Yellow<br>115 points below standard<br>Increased ++14.8 points<br>126             | <p><b>Students with Disabilities</b></p> Red<br>205.4 points below standard<br>Maintained -1.1 points<br>34    |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino |
|---|---|--|----------|
| <br>Red<br>136.1 points below standard<br>Maintained ++2 points<br>45    | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 |          |
| Hispanic  | Two or More Races   | Pacific Islander   | White    |
| <br>Red<br>118.1 points below standard<br>Maintained ++1.4 points<br>108 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 |          |

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  |
|--|---|---|
| 254.4 points below standard<br>Declined Significantly -39.3 points<br>16 | Less than 11 Students - Data Not Displayed for Privacy<br>6 | 127.4 points below standard<br>Maintained -1.5 points<br>71 |

#### Conclusions based on this data:

1. Similar to the English section, EL students were the furthest below standard. All data is from 2019
2. Socioeconomically Disadvantaged students had the highest increase
3. There is a need to find more ways to support students in Mathematics courses.

# School and Student Performance Data

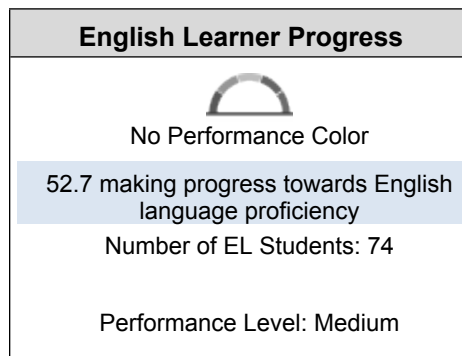
## Academic Performance English Learner Progress

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 |
|--------------------------|--|-------------------------|------------------------------------|
| 21.6                     | 25.6                                       | 1.3                     | 51.3                               |

#### Conclusions based on this data:

1. There is need to increase the reclassification rate for our English Learners. All data from 2019
2. More students increased at least one ELPI level
3. More support is needed for our EL students.

# 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.

| <b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b> |                      |                       |
|---|----------------------|-----------------------|
| <b>Student Group</b>  | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>   | 190                  | 100                   |
| <b>African American</b>   | 43                   | 22.6                  |
| <b>American Indian or Alaska Native</b>   |                      |                       |
| <b>Asian</b>  |                      |                       |
| <b>Filipino</b>   | 3                    | 1.6                   |
| <b>Hispanic</b>   | 133                  | 70                    |
| <b>Native Hawaiian or Pacific Islander</b>  | 1                    | 0.5                   |
| <b>White</b>  | 5                    | 2.6                   |
| <b>Two or More Races</b>  | 5                    | 2.6                   |
| <b>English Learners</b>   | 18                   | 9.5                   |
| <b>Socioeconomically Disadvantaged</b>  | 177                  | 93.2                  |
| <b>Students with Disabilities</b>   | 38                   | 20                    |
| <b>Foster Youth</b>   | 9                    | 4.7                   |
| <b>Homeless</b>   | 21                   | 11.1                  |

| <b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| All Students   | 1                    | 0.5                   |
| African American   | 0                    | 0                     |
| American Indian or Alaska Native   |                      |                       |
| Asian  |                      |                       |
| Filipino   |                      |                       |
| Hispanic   | 0                    | 0                     |
| Native Hawaiian or Pacific Islander  |                      |                       |
| White  |                      |                       |
| Two or More Races  |                      |                       |
| English Learners   | 0                    | 0                     |
| Socioeconomically Disadvantaged  | 1                    | 0.6                   |
| Students with Disabilities   | 0                    | 0                     |
| Foster Youth   |                      |                       |
| 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.

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

| <b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>  | 127                  | 66.8                  |
| <b>African American</b>  | 23                   | 53.5                  |
| <b>American Indian or Alaska Native</b>  |                      |                       |
| <b>Asian</b>   |                      |                       |
| <b>Filipino</b>  |                      |                       |
| <b>Hispanic</b>  | 94                   | 70.7                  |
| <b>Native Hawaiian or Pacific Islander</b>   |                      |                       |
| <b>White</b>   |                      |                       |
| <b>Two or More Races</b>   |                      |                       |
| <b>English Learners</b>  | 7                    | 38.9                  |
| <b>Socioeconomically Disadvantaged</b>   | 116                  | 65.5                  |
| <b>Students with Disabilities</b>  | 14                   | 36.8                  |
| <b>Foster Youth</b>  |                      |                       |
| <b>Homeless</b>  | 13                   | 61.9                  |

\* 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.

| <b>Completed a-g Requirements – Number and Percentage of All Students</b> |                      |                       |
|---|----------------------|-----------------------|
| <b>Student Group</b>  | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>   | 100                  | 52.6                  |
| <b>African American</b>   | 24                   | 55.8                  |
| <b>American Indian or Alaska Native</b>                                   |                      |                       |
| <b>Asian</b>  |                      |                       |
| <b>Filipino</b>   |                      |                       |
| <b>Hispanic</b>   | 71                   | 53.4                  |
| <b>Native Hawaiian or Pacific Islander</b>                                |                      |                       |
| <b>White</b>  |                      |                       |
| <b>Two or More Races</b>  |                      |                       |
| <b>English Learners</b>   | 5                    | 27.8                  |
| <b>Socioeconomically Disadvantaged</b>                                    | 90                   | 50.8                  |
| <b>Students with Disabilities</b>   | 12                   | 31.6                  |
| <b>Foster Youth</b>   |                      |                       |
| <b>Homeless</b>   | 10                   | 47.6                  |

\* 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).

| <b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>  | 84                   | 44.2                  |
| <b>African American</b>  | 16                   | 37.2                  |
| <b>American Indian or Alaska Native</b>  |                      |                       |
| <b>Asian</b>   |                      |                       |
| <b>Filipino</b>  |                      |                       |
| <b>Hispanic</b>  | 63                   | 47.4                  |
| <b>Native Hawaiian or Pacific Islander</b>   |                      |                       |
| <b>White</b>   |                      |                       |
| <b>Two or More Races</b>   |                      |                       |
| <b>English Learners</b>  | 3                    | 16.7                  |
| <b>Socioeconomically Disadvantaged</b>   | 74                   | 41.8                  |
| <b>Students with Disabilities</b>  | 9                    | 23.7                  |
| <b>Foster Youth</b>  |                      |                       |
| <b>Homeless</b>  | 9                    | 42.9                  |

\* 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.

| <b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b> |                           |                            |
|--|---------------------------|----------------------------|
| <b>Student Group</b>   | <b>Number of Students</b> | <b>Percent of Students</b> |
| <b>All Students</b>  | 75                        | 39.5                       |
| <b>African American</b>  | 11                        | 25.6                       |
| <b>American Indian or Alaska Native</b>  |                           |                            |
| <b>Asian</b>   |                           |                            |
| <b>Filipino</b>  |                           |                            |
| <b>Hispanic</b>  | 56                        | 42.1                       |
| <b>Native Hawaiian or Pacific Islander</b>   |                           |                            |
| <b>White</b>   |                           |                            |
| <b>Two or More Races</b>   |                           |                            |
| <b>English Learners</b>  | 3                         | 16.7                       |
| <b>Socioeconomically Disadvantaged</b>   | 66                        | 37.3                       |
| <b>Students with Disabilities</b>  | 6                         | 15.8                       |
| <b>Foster Youth</b>  |                           |                            |
| <b>Homeless</b>  | 7                         | 33.3                       |

\* 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).



| <b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b> |                           |                            |
|---|---------------------------|----------------------------|
| <b>Student Group</b>  | <b>Number of Students</b> | <b>Percent of Students</b> |
| <b>All Students</b>   | 51                        | 26.8                       |
| <b>African American</b>   | 6                         | 14                         |
| <b>American Indian or Alaska Native</b>   |                           |                            |
| <b>Asian</b>  |                           |                            |
| <b>Filipino</b>   |                           |                            |
| <b>Hispanic</b>   | 38                        | 28.6                       |
| <b>Native Hawaiian or Pacific Islander</b>  |                           |                            |
| <b>White</b>  |                           |                            |
| <b>Two or More Races</b>  |                           |                            |
| <b>English Learners</b>   | 2                         | 11.1                       |
| <b>Socioeconomically Disadvantaged</b>  | 44                        | 24.9                       |
| <b>Students with Disabilities</b>   | 2                         | 5.3                        |
| <b>Foster Youth</b>   |                           |                            |
| <b>Homeless</b>   | 5                         | 23.8                       |

\* 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).

| <b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>  | 34                   | 17.9                  |
| <b>African American</b>  | 0                    | 0                     |
| <b>American Indian or Alaska Native</b>  |                      |                       |
| <b>Asian</b>   |                      |                       |
| <b>Filipino</b>  |                      |                       |
| <b>Hispanic</b>  | 34                   | 25.6                  |
| <b>Native Hawaiian or Pacific Islander</b>   |                      |                       |
| <b>White</b>   |                      |                       |
| <b>Two or More Races</b>   |                      |                       |
| <b>English Learners</b>  | 1                    | 5.6                   |
| <b>Socioeconomically Disadvantaged</b>   | 34                   | 19.2                  |
| <b>Students with Disabilities</b>  | 3                    | 7.9                   |
| <b>Foster Youth</b>  |                      |                       |
| <b>Homeless</b>  | 6                    | 28.6                  |

\* 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 need to look at making sure our students are meeting the A-G requirements with their class schedules
2. Our students with disabilities have maintained but improvement is still needed.
3. We need to make sure that courses are coded correctly in AERIES, so that completion rate for CTE classes are accurate

# 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.

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.

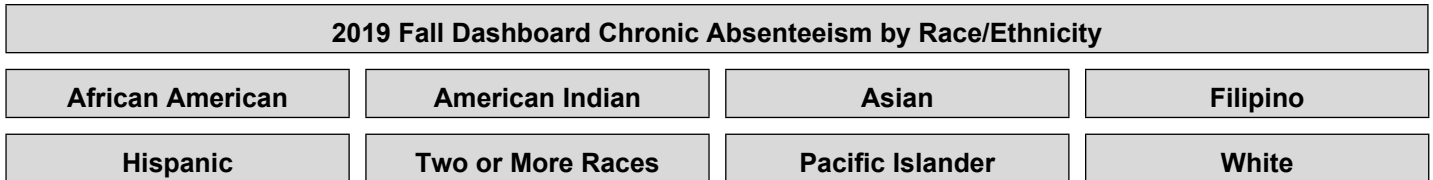
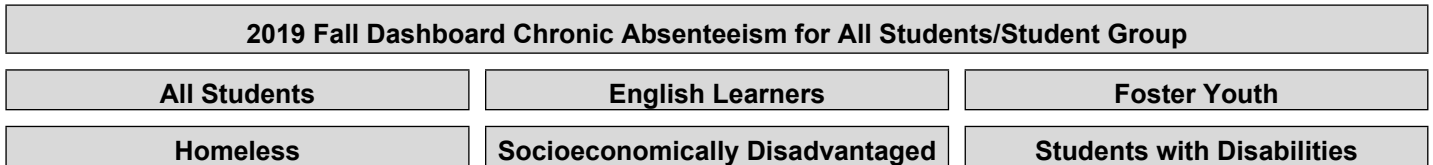
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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                          | 190                                       | 172                 | 2                              | 90.5            |
| English Learners                      | 18  | 12                  | 0                              | 66.7            |
| Foster Youth                          | 9   |                     | 0                              |                 |
| Homeless                              | 21  | 18                  | 1                              | 85.7            |
| Socioeconomically Disadvantaged       | 177                                       | 161                 | 2                              | 91              |
| Students with Disabilities            | 38  | 26                  | 1                              | 68.4            |
| African American                      | 43  | 38                  | 1                              | 88.4            |
| American Indian or Alaska Native      |   |                     |                                |                 |
| Asian                                 |   |                     |                                |                 |
| Filipino                              | 3   |                     | 0                              |                 |
| Hispanic                              | 133                                       | 122                 | 1                              | 91.7            |
| Native Hawaiian or Pacific Islander   | 1   |                     | 0                              |                 |
| White                                 | 5   |                     | 0                              |                 |
| Two or More Races                     | 5   |                     | 0                              |                 |

### Conclusions based on this data:

1. How are the students counted in the graduation rate.
2. Students who receive a certificate of completion count against the graduation rate. We had a number of students who received a certificate of completion which dropped our graduation rate by 4%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

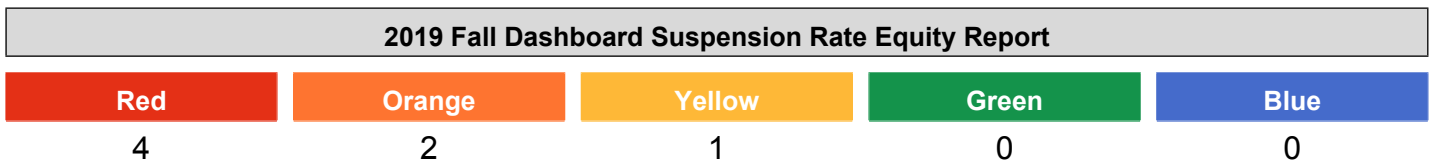
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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   |  |   |
|--|--|---|
| <p><b>All Students</b></p>  Orange<br>9.6<br>Maintained +0.1<br>958 | <p><b>English Learners</b></p>  Orange<br>11.2<br>Declined -6.8<br>107              | <p><b>Foster Youth</b></p>  Red<br>47.9<br>Increased +8.1<br>71                |
| <p><b>Homeless</b></p>  Orange<br>7.6<br>Increased +0.4<br>66       | <p><b>Socioeconomically Disadvantaged</b></p>  Red<br>10.7<br>Increased +1.3<br>778 | <p><b>Students with Disabilities</b></p>  Red<br>23.4<br>Increased +2.6<br>209 |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American  | American Indian  | Asian   | Filipino  |
|---|--|---|---|
| <br>Red<br>16<br>Increased Significantly +3.4<br>250 | <br>No Performance Color<br>Less than 11 Students - Data<br>1 | <br>No Performance Color<br>Less than 11 Students - Data<br>5 | <br>No Performance Color<br>Less than 11 Students - Data<br>10 |
| Hispanic  | Two or More Races  | Pacific Islander  | White   |
| <br>Yellow<br>6.8<br>Declined -1.9<br>649            | <br>No Performance Color<br>13.6<br>Increased +5.6<br>22      | <br>No Performance Color<br>Less than 11 Students - Data<br>1 | <br>No Performance Color<br>25<br>Increased +15<br>20          |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 9.5  | 9.6  |

**Conclusions based on this data:**

1. According to the CA Dashboard, overall Hispanic suspensions have declined. Previous year data.
2. There is still a need to decrease the number of suspension of socio-economic disadvantaged, English Learners and Foster Students
3. We are still working with our RtI Coach to support teachers in the classroom and helping to develop more trauma informed care with staff. We are also still working on creating the culture where students learn how to settle their differences without fighting.

# 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, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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 1

1. CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -133.7 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 91.7 or more (to reach Yellow) to end at -130.7 or higher by the end of the 2022-2023 school year.
2. CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -43.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 46.5 or more (to reach Green) to end at -40.5 or higher by the end of the 2022-2023 school year.
3. Raise the % of students that are reclassified before their junior year by 5% by the end of the 2022-23 school year.
4. By June of 2023, English Learners will lower their Distance From Met (DFM) by 10%. Currently their DFM is 151.

### Identified Need

1. Raise student achievement in ELA on SBAC
2. Increase number of students being reclassified.

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome                  | Expected Outcome                                       |
|-------------------|--|--|
| SBAC English SPED | -133.7                                   | -130.7   |
| SBAC English All  | -43.5                                    | -40.5  |
| ELPAC             | 0% of students score at Level 4 on ELPAC | 5% of students will score Level 4 on ELPAC, 4 Students |
| PSAT Data         | Individual Student Percentage            | Increase Student Percentage each year test is taken    |

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, as well as English Learners

### Strategy/Activity

Coordinate strategic collaboration of content reading and writing among departments and within academy cohorts.

Provide explicit instruction in the skills and strategies proficient speakers, readers and writers use.

1.0 additional FTE (funded by district office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of English Language Arts for all 9th grade students to give students additional support in English.

1.0 FTE (funded by LCFF S&C) to support EL students with support in reading and writing growth.

Placement of Instructional Aide-Bilingual or Instructional/Clerical Assistant-Bilingual in classrooms with larger concentrations of ELs. (Funded by LCFF S&C)

Individual coaching by Instructional/Clerical Assistant-Bilingual for students needing to improve academic grades. (Funded by LCFF S&C)

Supplemental time for teachers to develop appropriate curriculum for teaching ELD standards within the Workshop Model.

Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.

Provide after school intervention for students with the English and History Departments.

Teachers will collaborate to create Early College Units to use with students.

Replace Computer for staff to support English Learners and Foster Students.

Additional digital and print reading materials to increase student literacy for low-income students.

Additional materials to support student's access to core curriculum subjects: English, History, Math and Science.

Case Manager to work specifically with English Learners students who have high-needs for support and provide personal attention to classes and parent concerns

Additional materials and supplies to support student's access to core curriculum subjects and performance and visual arts.

### 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)



|        |   |
|--------|---|
| 115400 | Title I Part A: Allocation                  |
| 61253  | LCFF - Supplemental and Concentration (S/C) |
| 25586  | LCFF - Supplemental and Concentration (S/C) |
| 46137  | LCFF - Supplemental and Concentration (S/C) |
| 3160   | Title I Part A: Allocation                  |

## 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.

There will be additional teaching and support staff to support EL students in the classroom. The additional staff in the classroom will provide support to help students meet attended goals

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

None, we are hoping to see growth with students with us being on campus and implementing our different strategies

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.

None this 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 # 2

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 2

1. CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -205.4 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 93.4 or more (to reach Yellow) to end at -202.4 or higher by the end of the 2022-2023 school year.
2. CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -121.8 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 93.4 or more (to reach Yellow) to end at -118.8 or higher by the end of the 2022-2023 school year.

## Identified Need

1. Improve Math Achievement overall for all students. More specifically, increase student math achievement by 3% points

## Annual Measurable Outcomes

| Metric/Indicator         | Baseline/Actual Outcome                 | Expected Outcome                        |
|--------------------------|---|---|
| SBAC Mathematics SPED.   | -205.4 DFM                              | -202.4 DFM                              |
| SBAC Mathematics ALL.    | -121.8 DFM                              | -118.8 DFM                              |
| SBAC Interim Assessment. | New Assessment will create our baseline | New Assessment will create our baseline |

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

Coordinate strategic collaboration with department to plan curriculum development together to support students understanding of the curriculum.

Create after school tutoring program with AVID tutors.

1.0 additional FTE (Funded by Central Office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of Mathematics for all 9th grade students.

Implementation of summer program where Mathematics, English, History and Science department will work to create common lesson and pacing.

Double-block period schedule (daily instruction with embedded intervention) for Integrated Math 1, 2, and 3 if possible.

Professional Development with Carnegie Learning to support lesson planning and student engagement within the lesson.

Students will receive additional support through these methods to increase their understanding of mathematical concepts.

Additional materials to support student's access to core curriculum subjects: English, History, Math and Science

### **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.

Additional staffing will allow for a support period to be used to allow students more time to access the curriculum in Math I and Math II. This additional time will help support students acquiring more knowledge to fill holes in their mathematics progression. The additional staff comes out of our district FTE. Summer planning will be implemented to look at development pacing

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

Not many differences this year as we are hoping to see a lot of growth from students when we are fully back on campus

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.

No changes this 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 # 3

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

1. College/Career Indicator Percent Prepared for Students with Disabilities will increase the baseline of 6.7 (Red) from 2019 by a total of 2 or more (to reach Orange) with a stretch goal of 9 or more (to reach Yellow) to end at 8.7 or higher by the end of the 2022-2023 school year.
2. College/Career Indicator Percent Prepared for All Students will increase the baseline of 36.6 (Green) from 2019 by a total of 27.4 or more (to reach Blue) to end at 64 or higher by the end of the 2022-2023 school year.

### Identified Need

Improve English and Math Achievement for SPED students by 2%.

Increase SPED students proficiency in progressing through CTE courses.

Additional 10% counselor to support student in meeting college and career indicators.

### Annual Measurable Outcomes

| Metric/Indicator                     | Baseline/Actual Outcome | Expected Outcome  |
|--------------------------------------|-------------------------|---|
| College and Career Dashboard<br>SPED | 6.7% Prepared           | 8.7% Prepared   |
| College and Career Dashboard<br>ALL  | 36.6% Prepared          | 50% Prepared is the goal however, our stretch goals is 64% Prepared |

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

Coordinate strategic collaboration with department to plan curriculum development together to support students understanding of the curriculum.

1.0 additional FTE (Funded by Central Office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of Mathematics for all 9th grade students.

Implementation of summer program where mathematics will work to create common lesson and pacing.

Double-block period schedule (daily instruction with embedded intervention) for Integrated Math 1, 2, and 3 if possible.

Professional Development with Carnegie Learning to support lesson planning and student engagement within the lesson.

Students will receive additional support through these methods to increase their understanding of mathematical concepts.

Offer additional AP Courses for all students.

Enroll more students in PCC courses on campus, through our Early College Magnet program.

Supplemental time for teachers to develop appropriate curriculum for teaching ELD standards within the Workshop Model.

Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.

Provide after school intervention for students with the English and History Departments.

Teachers will collaborate to create Early College Units to use with students.

Offer additional help to support SPED students passing their CTE course

Additional 10% counselor to support student. (Funded by LCFF S&C)

Additional support to help SPED students meet requirements for graduation

### **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)

7724

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.

School wide, both the English and Mathematics department will use strategies to support student understanding of the concepts being taught

Discuss with PCC ways to get more support for SPED students in those classes

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

None for this year

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.

None.

# 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

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 4

Increase parent participation within parent organizations on campus.

### Identified Need

Increase the number of parents participating in parent organizations on campus

Increase the number of parents attending parents workshops and meetings

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| Number of parents who sign in, on the attendance sheets, at events. | Currently 6 Parents regular attendance ELAC and 10 PTSA<br>Parent Workshops 12 Average. | Want to increase the number of parent interactions by 10%. |
| Number of Parent Activity/Booster Groups on Campus.                 | Currently 4 groups  | Would like 6 consistent groups                             |

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 Parents and community

#### Strategy/Activity

Community Liaison will work to support monthly parent/community nights featuring light dinner and featured presentation, followed by breakout sessions for various parent groups. Funded our of ESSER III and Magnet.

Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.

More communication via social media to engage parents.



Creating additional opportunities for parents to come to the school.

Have more parent engagement activities for parents to participate in.

Replace Computer for staff to support English Learners and Foster Students.

Provide additional hourly personnel to support parent/guardians access to the school and school programs

### **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)

3489

Title I Part A: Parent Involvement

## **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.

Trying to be creative with PTSA, the staff, the community and the Community Liaison to create more engagement opportunities on and off campus for parents.

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

This year the Magnet Grant is covering a portion of the Community Assistant salary. The position is still needed and activities from the position will still occur

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.

Activities are not changing this 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 # 3

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

## Goal 5

1. Suspension Rate for Students with Disabilities will decrease the baseline of 23.4 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -2 or more (to reach Yellow) to end at 23.1 or lower by the end of the 2022-2023 school year.

2. Suspension Rate for All Students will decrease the baseline of 9.6 (Orange) from 2019 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -3.9 or more (to reach Green) to end at 9.3 or lower by the end of the 2022-2023 school year.

## Identified Need

Improving the integration of all students into the Muir Student Culture to therefore decrease student suspensions

## Annual Measurable Outcomes

| Metric/Indicator                           | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| Suspension rate reported from the CDE SPED | 23.4%                   | 23.1%            |
| Suspension rate reported from the CDE ALL  | 9.6%                    | 9.3%             |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students.

### Strategy/Activity

Assignment of teacher as RTI Coach to support implementation of Capturing Kids' Hearts, Restorative Justice, Positive Behavior Intervention and Supports, and Review 360 interventions. Provided through the Early College Magnet Grant.

Academies will incorporate student forums once a month in their academy meetings to meet with students or parents if needed.

Include more opportunities for students to participate in activities and clubs on campus that gets students connected to the school

Have teachers stand by their doors and greet students and they walk through the hallways during passing period.

Replace Computer for staff to support English Learners and Foster Students.

Add an additional 10% counselor to support students if they are having problems on campus.

### **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.

All adults will commit to working with students to support their individual needs. Rtl coach will work with all staff to support student engagement and classroom management strategies.

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

No change.

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.

No change, hoping to see changes as everyone comes back onto campus.

# 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, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

## Goal 6

By June of 2023, attendance rate will improve by 3%. Currently the attendance rate is 93%.

## Identified Need

Improve Attendance within all student groups.

## Annual Measurable Outcomes

| Metric/Indicator                 | Baseline/Actual Outcome | Expected Outcome                                |
|----------------------------------|-------------------------|---|
| Attendance Reported by district. | Rate is 93%.            | By June of 2023 our attendance rate will be 96% |

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

Provide incentives for students to come to school, as well as, arrive to school on time.  
Recognizing students more in public for perfect attendance  
Provide opportunities for teachers to understand how connections with their students makes students want to attend school more.  
Make sure that students are enjoying class and school, so that they want to attend.  
Provide Birthday card and snack on students Birthdays  
Camera system available to control entrance of students into campus

### 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.

Students have enjoyed having birthday cards this school year. Will continue to provide this small token of getting students to school on their birthday. We will continue to work with powerful choices.

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

None.

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.

None.

# 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, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students 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

1. Graduation Rate for Students with Disabilities will increase the baseline of 63 (Red) from 2019 by a total of 5 or more (to reach Orange) with a stretch goal of 6 or more (to reach Yellow) to end at 68 or higher by the end of the 2022-2023 school year.
2. Graduation Rate for All Students will increase the baseline of 87.6 (Orange) from 2019 by a total of 1 or more (to reach Yellow) with a stretch goal of 1 or more (to reach Green) to end at 88.6 or higher by the end of the 2022-2023 school year.

## Identified Need

Increase the graduation rate

## Annual Measurable Outcomes

| Metric/Indicator               | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|-------------------------|------------------|
| Graduation Rate from CDE SPED. | 63%                     | 68%              |
| Graduation Rate from CDE ALL.  | 86.7                    | 88.6             |

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

Coordinate strategic collaboration with department to plan curriculum development together to support students understanding of the curriculum.

1.0 additional FTE (Funded by Central Office) to ensure regular collaboration time for all teachers, both within subject departments and academy teams, and to facilitate double-block of Mathematics for all 9th grade students.

Implementation of summer program where mathematics will work to create common lesson and pacing.  
 Double-block period schedule (daily instruction with embedded intervention) for Integrated Math 1, 2, and 3 if possible.  
 Professional Development with Carnegie Learning to support lesson planning and student engagement within the lesson.  
 Students will receive additional support through these methods to increase their understanding of mathematical concepts.  
 Offer additional AP Courses for all students.  
 Enroll more students in PCC courses on campus, through our Early College Magnet program.  
 Supplemental time for teachers to develop appropriate curriculum for teaching ELD standards within the Workshop Model.  
 Individualized meetings set up with Instructional/Clerical Assistant-Bilingual, Instructional Coach, students and parents to support student growth.  
 Provide after school intervention for students with the English and History Departments.  
 Teachers will collaborate to create Early College Units to use with students.  
 Offer additional help to support SPED students passing their CTE course.

**Proposed Expenditures for this Strategy/Activity**

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

|           |           |
|-----------|-----------|
| Amount(s) | Source(s) |
|-----------|-----------|

## 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.

These strategies and activities are supporting student growth, however, the graduation rate was computing differently last year as students who were special education were counted positively who received a certificate of completion compared to the past year, were they were not counted as graduates.

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

None.

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.

None.



# 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 |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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) |
|-----------|-----------|
|-----------|-----------|

## 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) |
|-----------|-----------|
|-----------|-----------|

## 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           | \$122049 |
| 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 | \$122049 |
| Other State/Local Funds provided to the school                                    | \$140700 |

## 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                            | \$118560        |
| Title I Part A: Parent Involvement | \$3489          |

Subtotal of additional federal funds included for this school: \$122,049

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) | \$140700        |

Subtotal of state or local funds included for this school: \$140,700

Total of federal, state, and/or local funds available for this school: \$262,749

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

| Funding Source                              | Amount Budgeted | Balance Remaining |
|---|-----------------|-------------------|
| LCFF - Supplemental and Concentration (S/C) | 140700.00       | 0.00              |
| Title I Part A: Allocation                  | 118560.00       | 0.00              |
| Title I Part A: Parent Involvement          | 3489.00         | 0.00              |

## Expenditures by Funding Source

| Funding Source                              | Amount     |
|---|------------|
| LCFF - Supplemental and Concentration (S/C) | 140,700.00 |
| Title I Part A: Allocation                  | 118,560.00 |
| Title I Part A: Parent Involvement          | 3,489.00   |



# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role                       |
|-----------------|----------------------------|
| Nia Bailey      | Parent or Community Member |
| Lawton Gray     | Principal                  |
| Gretchen Pinto  | Other School Staff         |
| Antoinette Cobb | Parent or Community Member |
| Daniel Harris   | Classroom Teacher          |
| Erica Gutierrez | Parent or Community Member |
| Manuel Rustin   | Classroom Teacher          |
| Kimberly Suarez | Classroom Teacher          |
| Ella Fortich    | Secondary Student          |
| Finley Martin   | 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 05/24/2022.

Attested:



Principal, Lawton Gray on 05/24/22



SSC Chairperson, Kimberly Suarez on 05/24/22

# 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](mailto: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](mailto: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](mailto: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](mailto: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: John Muir 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                          | 705                       | \$156,502.95                |



# Comprehensive Needs Assessment Form

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**School Name:** John Muir High School Early College Magnet

**Current School Year:** 2021-22

## Stakeholders

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan.  
[34 C.F.R. §200.26(a)(2)]

### Who was involved in the comprehensive needs assessment?

Be sure to include stakeholder groups by name.

- Instructional Leadership Team (ILT)
- English and Mathematics Departments
- Faculty and Staff
- School Site Council (SSC)
- English Learners Advisory Committee (ELAC)

### How were stakeholders involved in the comprehensive needs assessment?

Be sure to include how teachers, parents/families, and school support staff were involved.

- SSC reviewed data from different sources to look at the progress of students. Examined data from the California School Dashboard. Reviewed teacher grades regarding students' achievement in all courses.
- ELAC reviewed data around student reclassification and students progress on the English Language Proficiency Assessment for California (ELPAC) test. Group also reviewed students' grades in the English Learner (EL) classes.
- Faculty and staff reviewed performance data from the California Assessment of Student Performance and Progress (CAASPP) results. This data was taken from the California School Dashboard.





# Comprehensive Needs Assessment Form

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## DATA SOURCES

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

### What data sources did stakeholders review (qualitative and quantitative)?

Be sure to include data sources including school climate, student achievement, and school profiles. Common sources include the CA Dashboard, Chronic Absenteeism Reports, School Discipline Data, Parent Surveys.

- Qualitative Data
  - California Healthy Kids Survey
  - WASC Student Surveys
  - Parent conferences both Administrative and Teacher Led
  - Parent Surveys
  - Think Tank Student Input
  - Trainings Around Bias and Anti-Racism
  
- Quantitative Data
  - Grades from Teachers by Semester
  - PSAT, ACT, SAT, Advanced Placement Test Results
  - Pasadena City College (PCC) Course Pass Rates - Early College
  - California School Dashboard
  - ELPAC Scores
  - School Discipline Data
  - School Attendance Data
  - Magnet Grant Surveys
  - Graduation Rate



## Findings

What were the findings of the data?

(just the facts; not opinions)

- CAASPP
  - ELA
    - there was a large decrease in percent proficient or higher from 2018 to 2019. It went from 47% proficient to 35% proficient. There was an issue with wifi during that test however.
    - Both African American and Students with Disabilities saw the largest decrease in scores.
  - Mathematics
    - Percent proficient rose from 11% to 14%
    - English learners performed the lowest on this portion of the exam.
    - Socioeconomically Disadvantaged showed the most progress of all the students tested.
- School Environment:
  - Increase in clubs on campus and student participation in these clubs. In addition, classes including drama are offered again with increased student interest as well as more involvement in extracurricular activities such as band, swimming, water polo and in the 2021-22 school year, the drama program put on a school musical.
- School Enrollment
  - School enrollment has fluctuated over the past several years; however, since the last full school year in person, enrollment has increased by about 70 students.
- College and Career:
  - **Career:** With the exception of moderate to several special education students, all JMHS students are enrolled in an academy and take Career Tech Education courses (including mild to moderate special education students)
  - **College:** The number of Pasadena City College (PCC) courses offerings has increased over the past several years, and about 47% of students are enrolled in at least one PCC class. In addition, 71% of the 2021-22 Freshman class are enrolled in a PCC course.
- Suspension Rate: Currently the suspension rate is 9.6%
- Graduation Rate: Maintained at least 90%.
- Bias and Anti-Racism discussion with staff



## Comprehensive Needs Assessment Form

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- PUSD Think-Tank Data and Presentations
  - More student center instruction and student voice in coursework assignments and projects.

What trends were noticed over time in schoolwide, sub-group, and/or grade level data?

- CAASPP
    - ELA
      - Students have consistently scored around 47% proficient on the CAASPP in ELA besides during the 2018-19 in which we had issues with testing due to difficulty with the wifi. Even during the 2017-18 school year, all subgroups were still not 50% proficient or higher.
      - Both African American and Students with Disabilities saw the largest decrease in scores, which has been consistent.
    - Mathematics
      - Percent proficient has stayed very consistent over the past 5 years, with minimal growth.
  - School Environment:
    - Each year we have added an additional athletic team onto the campus. We have grown from having just a swim program to now a swim and water polo program. Also our enrollment in the Marching Band has increased from 14 students to not 55 students.
  - School Enrollment
    - School enrollment has fluctuated over the past several years; however, there has been an increase in white and asian students as well as an increase in homeless students and a slight increase in students with disabilities.
  - College and Career:
    - **Career:** There has been consistency with course offerings for CTE courses.
    - **College:** For the past several years, there have been more College Courses offered from Pasadena City College, with more students taking these courses and earning college credit. We have gone from offering three college courses through our Early College Program to 25.
  - Suspension Rate: Over the past 4 years, the Suspension Rate has decreased from 10.7% to 9.6%
  - Graduation Rate: Over the past 2 years and has been higher than both district and state averages. However, the graduation rates continue to fluctuate between 87 and 92 percent each year.
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## Comprehensive Needs Assessment Form

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- Bias and Anti-Racism trainings have helped to give staff a different perspective of what students are dealing with.
- PUSD Think-Tank Data and Presentations
  - There has been increased time during professional development to support and address the findings presented to staff by the think-tank that has addressed instructional practices and culture on campus.



## Strengths and Concerns

Based on the data, what successes or strengths were identified?

- High Graduation Rate
- Improved in College and Career Indicators
  - Senior Defense Pass Rate
  - More students earning college credits before they graduate
- College Courses PCC Enrollment
- General Enrollment as a school has improved
- Suspension rate decreasing.
- Increased student involvement in co-curricular and extracurricular activities.
- PSAT, ACT, SAT and AP scores are increasing.
- Staff having a better understanding of students backgrounds and possible concerns from student and community situations
- Approachable climate with staff.

What concerns or challenges were identified?

- Students entering 9th grade high school readiness
  - Academically
  - Socially
  - Behaviorally
- Low number students of proficient and advanced students in both English and Mathematics based off of the CAASPP.
- High number of Longer Term English Language Learners (LTELs)  
Qualitative Data
- Graduation rate for students with Disabilities
- Decrease enrollment in AP Courses
  - AP Science and Math
  - Has stayed consistent in AP English and History
  - Decrease in number of student taking AP exams
- Number of African American students suspensions - African American Students make up 24% of the population, but 44% of the suspension.
- Student Engagement - How do we continue to work with getting students engaged.
- Reclassification amongst English Learners remains stagnant.



## Comprehensive Needs Assessment Form

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- Student lack of attendance and Tardies is increasing amongst all subgroup of students.



## Prioritized Needs

Based on the data, which needs are most critical?

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

- Attendance
  - Attendance issues lead into additional issues
  - Learning gaps have been created based on poor attendance
- Academic Readiness and Study Skills
  - Skills necessary to be academically successful in rigorous courses
    - Note taking skills
    - Critical reading
    - Motivation
- Support for 9th Grade Students
  - Majority of our 9th graders are coming in below grade level.
  - Students understanding credits
    - 9th Graders assume they will pass to the next grade level strictly on attending school, students do not understand credits are needed to advance to next grade level.
- Students with Disabilities graduation rate.

Which needs will have the greatest impact on student outcomes, if addressed?

- Support for 9th Grade Students
  - Students academic performance supports students in multiple areas including enjoying school and participating in extracurricular activities.
- Academic support in both English and Mathematics classes to fill in learning gaps.
- Improve Attendance
  - If students are in classes more, there are more opportunities for students to ask questions and get the support they need.



## Root Cause Analysis

What are the potential root causes of the needs or concerns the team has prioritized?

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

- 9th grade students are ill-prepared for high school.
  - Why? Students are used to passing to the next grade level without mastering or even passing a class.
  - Why? Students do not have to have a D or Higher to move to the next grade level.
  - Why? We are not allowed to retain students after a certain age or grade.
  
- Students low performance on CAASPP in Mathematics
  - Why? Students have mastered grade level content before they take the assessment.
  - Why? Not all Juniors are not at the academic level to be placed into a Math III course
  - Why? The Juniors have not passed the appropriate classes, Math I and Math II to be placed into a Math III course.
  - Why? The students may have failed a course in their Freshman or Sophomore year.
  - Why? The students did not have the appropriate supports to pass the class when they enrolled in one of the prerequisite courses.
  
- Students' low performance on CAASPP in English.
  - Why? Students have not acquired the grade level reading and writing skills necessary to score proficient or higher on the CAASPP.
  - Why? Students are reading and writing below grade level
  - Why? Students may have not invested enough time to improve their reading and writing skills
  - Why? Students are not motivated to read and write in the classroom.
  - Why? Students do not see themselves in the curriculum
  - Why? We do not use culturally relevant text in the reading and writing assessment





# Comprehensive Needs Assessment Form

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## Process Documentation

The school must document how the needs assessment was conducted, the results it obtained, and the conclusions it drew from those results.  
[34 C.F.R. §200.26(a)(3)]

### Explain how this needs assessment was completed.

The needs assessment might need more than one meeting for stakeholder groups to build consensus and understanding of the data. Use this section to memorialize and document the process.

- Examined in conjunction with the Western Association of School and College (WASC) Report
- Developed with School Site Council
- Reviewed by the ILT
- Conversations in Department Meetings