School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pasadena High School	19-64881-1936822	May 23, 2023	June 29, 2023

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 Targeted Support and Improvement
English Learner, Foster Youth, SPED

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholders were involved in the planning process for the annual review and update of this SPSA:
1. English Language Advisory Committee (ELAC): This group met monthly to discuss academic achievement and support for English Language Learners, opportunities for parent involvement, and community outreach and presentations (LACOE Community Schools Initiative, College Access Plan, LA County of Health Services) based upon feedback from ELAC.

2. School Site Council (SSC): Monthly meetings to review student achievement and progress, discuss various initiatives or issues surrounding student performance (state, district, campus, community), and make recommendations around these topics.

3. School Personnel: Instructional Leadership Team (ILT) developed list of priorities, recommendations around professional development, and analyzed student performance data. Departments also provided feedback on progress and evaluation of action/strategies.

4. Feedback was gathered from students, teachers, staff, and parents on prioritizing ESSER funds.

Resource Inequities

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

Due to disruption of learning in SY 2019-2020, 2020-2021, and 2021-2022 due to COVID-19 pandemic, increased support for social/emotional wellbeing for students, increased support to promote a sense of community and additional support for unfinished learning are significant needs.

School Vision and Mission

Pasadena Unified School District Mission Statement

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

Pasadena High School's Mission Statement

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

Vision Statement

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

School Profile

Pasadena High School was established in 1886. The school has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District and serves students from the communities of Pasadena, Altadena, and Sierra Madre.

Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and

knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the opportunity to learn more about careers through visits to the City of Pasadena Courthouse, sit in on law classes at Loyola Marymount University, visit the Los Angeles County Museum of Art, and learn about various roles at a technology company, Spokeo. In addition to our College and Career Pathways, students are also part of our Mandarin Dual Language Immersion Program (DLIP) and our Math Academy, an accelerated math program that begins in fifth grade and prepares students for college-level mathematics courses in high school.

Pasadena High School boasts a staff of 91 certificated team members (1 principal, 3 assistant principals, 1 instructional coach,5 counselors,3 school psychologists, 1 librarian, 1 SPED coordinator, 1 school nurse and 76 teachers). More than half of the faculty holds Master's Degrees. Teachers participate in bi weekly professional development led by administration. Professional development topics are in collaboration with the Instructional Lead Team.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.30%	0.37%	7	5	6
African American	11.6%	11.61%	12.43%	213	194	200
Asian	4.5%	4.67%	5.59%	82	78	90
Filipino	1.9%	1.86%	2.11%	34	31	34
Hispanic/Latino	59.2%	56.85%	53.88%	1,091	950	867
Pacific Islander	0.4%	0.42%	0.31%	7	7	5
White	19.1%	20.53%	19.7%	352	343	317
Multiple/No Response	2.8%	3.53%	4.54%	52	59	73
			Total Enrollment	1,842	1671	1609

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	408	368	402
Grade 10	512	392	391
Grade 11	460	480	367
Grade 12	462	431	449
Total Enrollment	1,842	1,671	1,609

Conclusions based on this data:

1. Student population and demographics have been consistent, with a rise in enrollment for Class of 2023.
2. The classes of 2024-25 demonstrate a decline in student enrollment that may be correlated to the COVID-19 pandemic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	93	91	112	5.00%	5.4%	7.0%
Fluent English Proficient (FEP)	689	592	522	37.40%	35.4%	32.4%
Reclassified Fluent English Proficient (RFEP)	26			28.0%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	435	454		305	407		304	407		70.1	89.6	
All Grades	435	454		305	407		304	407		70.1	89.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2623.	2614.		29.28	32.92		38.16	28.50		19.41	18.67		13.16	19.90	
All Grades	N/A	N/A	N/A	29.28	32.92		38.16	28.50		19.41	18.67		13.16	19.90	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	37.17	30.96		51.97	51.84		10.86	17.20	
All Grades	37.17	30.96		51.97	51.84		10.86	17.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.43	34.89		53.18	47.67		17.39	17.44	
All Grades	29.43	34.89		53.18	47.67		17.39	17.44	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.45	20.15		77.30	69.29		6.25	10.57	
All Grades	16.45	20.15		77.30	69.29		6.25	10.57	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.58	28.01		62.17	59.95		6.25	12.04	
All Grades	31.58	28.01		62.17	59.95		6.25	12.04	

Conclusions based on this data:

1. Scores decreased overall for students by 9.66 points with ALL students scoring 3.6 points above standard.
2. African American students declined 2 points and were 38 points below the standard.
3. Students with Disabilities scores declined by 2 points, scores were 87 points below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	435	453		286	396		282	396		65.7	87.4	
All Grades	435	453		286	396		282	396		65.7	87.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2601.	2558.		16.31	14.39		24.11	14.39		28.01	21.46		31.56	49.75	
All Grades	N/A	N/A	N/A	16.31	14.39		24.11	14.39		28.01	21.46		31.56	49.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.95	17.17		45.39	35.10		27.66	47.73	
All Grades	26.95	17.17		45.39	35.10		27.66	47.73	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.38	17.17		59.93	53.79		22.70	29.04	
All Grades	17.38	17.17		59.93	53.79		22.70	29.04	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.38	15.91		60.64	60.10		21.99	23.99	
All Grades	17.38	15.91		60.64	60.10		21.99	23.99	

Conclusions based on this data:

1. Overall mean scale scores have declined from 2601.6 to 2558.9
2. Problem Solving & Modeling/Data Analysis is area of greatest concern based upon student performance.

3. Our Students with Disabilities continue to be the lowest performing ELs

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1538.1	1567.5		1543.6	1567.8		1532.1	1566.7		15	32	
10	1557.9	1548.6		1558.3	1541.1		1557.0	1555.7		39	18	
11	*	1554.1		*	1552.9		*	1554.8		8	28	
12	*	*		*	*		*	*		12	10	
All Grades										74	88	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.67	19.35		46.67	38.71		13.33	38.71		33.33	3.23		15	31	
10	20.00	16.67		34.29	38.89		28.57	27.78		17.14	16.67		35	18	
11	*	17.86		*	32.14		*	32.14		*	17.86		*	28	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	16.18	17.44		32.35	34.88		30.88	37.21		20.59	10.47		68	86	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.67	25.81		40.00	45.16		6.67	19.35		26.67	9.68		15	31	
10	40.00	16.67		31.43	50.00		17.14	27.78		11.43	5.56		35	18	
11	*	28.57		*	50.00		*	14.29		*	7.14		*	28	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	33.82	24.42		36.76	46.51		13.24	22.09		16.18	6.98		68	86	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	6.45		33.33	35.48		26.67	48.39		40.00	9.68		15	31	
10	14.29	11.11		25.71	27.78		28.57	33.33		31.43	27.78		35	18	
11	*	0.00		*	25.00		*	46.43		*	28.57		*	28	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.35	4.65		25.00	29.07		32.35	45.35		35.29	20.93		68	86	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.14	12.90		57.14	74.19		35.71	12.90		14	31	
10	11.43	5.56		68.57	83.33		20.00	11.11		35	18	
11	*	14.29		*	53.57		*	32.14		*	28	
12	*	*		*	*		*	*		*	*	
All Grades	8.96	10.47		62.69	68.60		28.36	20.93		67	86	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	69.23	64.52		15.38	25.81		15.38	9.68		13	31	
10	77.14	61.11		14.29	27.78		8.57	11.11		35	18	
11	*	85.19		*	11.11		*	3.70		*	27	
12	*	*		*	*		*	*		*	*	
All Grades	72.73	69.41		15.15	23.53		12.12	7.06		66	85	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.43	9.68		35.71	58.06		42.86	32.26		14	31	
10	25.71	11.11		34.29	50.00		40.00	38.89		35	18	
11	*	10.71		*	39.29		*	50.00		*	28	
12	*	*		*	*		*	*		*	*	
All Grades	19.40	9.30		34.33	50.00		46.27	40.70		67	86	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	3.23		64.29	93.55		35.71	3.23		14	31	
10	2.86	0.00		74.29	94.44		22.86	5.56		35	18	
11	*	7.41		*	85.19		*	7.41		*	27	
12	*	*		*	*		*	*		*	*	
All Grades	2.99	3.57		73.13	91.67		23.88	4.76		67	84	

Conclusions based on this data:

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,671	**72.0**	**5.4**	**1.8**
Total Number of Students enrolled in Pasadena High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	91	5.4
Foster Youth	30	1.8
Homeless	78	4.7
Socioeconomically Disadvantaged	1,203	72.0
Students with Disabilities	262	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	194	11.6
American Indian	5	0.3
Asian	78	4.7
Filipino	31	1.9
Hispanic	950	56.9
Two or More Races	59	3.5
Pacific Islander	7	0.4
White	343	20.5

Conclusions based on this data:

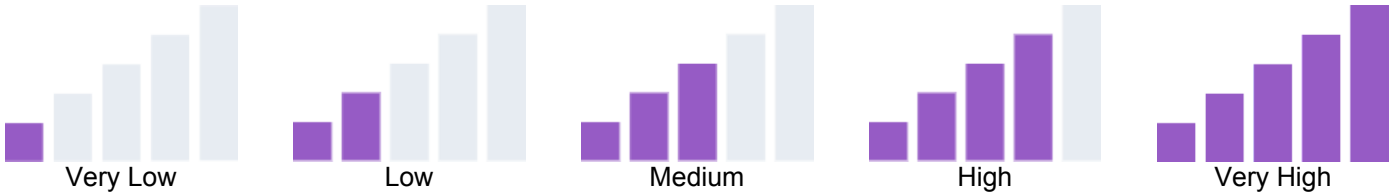
1. Increase in student enrollment for 2021-22 school year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. English Language Arts declined across all student populations.
2. Graduation rate and College/ Career were not reported during 2022 due to the impact of the COVID-19 pandemic.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

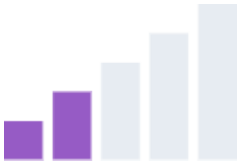
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
16.7 points above standard	116.7 points below standard	6 Students
422 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5.4 points below standard	7.3 points below standard	138.8 points below standard
24 Students	309 Students	77 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 23.4 points below standard 43 Students	No Performance Level 2 Students	No Performance Level 126.5 points above standard 19 Students	No Performance Level 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 10.0 points below standard 254 Students	No Performance Level 103.8 points above standard 12 Students	No Performance Level 2 Students	High 66.5 points above standard 81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
158.6 points below standard 26 Students	65.1 points below standard 18 Students	39.1 points above standard 220 Students

Conclusions based on this data:

1. English Language Arts scores declined across all student groups.
2. Professional Development around Writing Workshop for the 2023-2024 school year to increase emphasis on writing.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

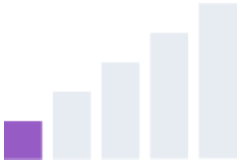
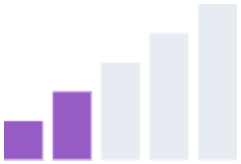
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
81.5 points below standard	191.4 points below standard	6 Students
421 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
123.9 points below standard	105.0 points below standard	197.6 points below standard
23 Students	308 Students	77 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 119.3 points below standard 43 Students	No Performance Level 2 Students	No Performance Level 70.7 points above standard 19 Students	No Performance Level 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 111.8 points below standard 253 Students	No Performance Level 15.0 points below standard 12 Students	No Performance Level 2 Students	Medium 20.7 points below standard 81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
223.8 points below standard 26 Students	147.7 points below standard 18 Students	58.1 points below standard 220 Students

Conclusions based on this data:

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

School and Student Performance Data

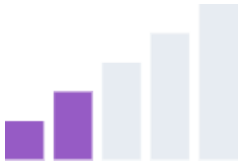
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

50 making progress towards English language proficiency

Number of EL Students: 68 Students

Performance Level: 2

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.

2022 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
16.2%	33.8%	0.0%	50.0%

Conclusions based on this data:

1. SDAIE academic sections are now offered for reclassified ELs and current ELs to ensure appropriate differentiation.
2. Continue to provide guidance and counseling to students and families about post-secondary opportunities.
3. Encourage ELs to attend after school tutoring.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	2	2

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
95.4% graduated	81.3% graduated	Less than 11 Students
414 Students	16 Students	8 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Medium
83.3% graduated	94.7% graduated	87.5% graduated
24 Students	323 Students	64 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very High	No Performance Level	No Performance Level	No Performance Level
96.4% graduated	Less than 11 Students	89.5% graduated	Less than 11 Students
55 Students	1 Student	19 Students	10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	No Performance Level	No Performance Level	Very High
94.9% graduated	Less than 11 Students	Less than 11 Students	96.3% graduated
236 Students	9 Students	2 Students	82 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
3	1	4	2	1

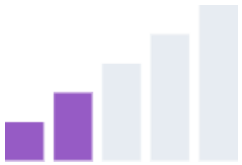
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very High	Very High
3.9% suspended at least one day	13.4% suspended at least one day	26.9% suspended at least one day
1784 Students	112 Students	52 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Medium	Very High
2.9% suspended at least one day	4.6% suspended at least one day	10.8% suspended at least one day
102 Students	1292 Students	315 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
High	No Performance Level	Low	Very Low
8% suspended at least one day	Less than 11 Students	1.2% suspended at least one day	0% suspended at least one day
212 Students	5 Students	83 Students	33 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Low	No Performance Level	Medium
4% suspended at least one day	1.5% suspended at least one day	Less than 11 Students	2.8% suspended at least one day
1014 Students	68 Students	7 Students	362 Students

Conclusions based on this data:

1. PHS has established procedures and protocols in place to ensure the safety and security of our students and staff. This has resulted in an overall decrease in our suspension rate over the past three years.
2. Continue to develop systems of intervention for students with substance abuse referrals to IMPACT counselor.
3. Continue to monitor for proportionality among student subgroups.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for African American will increase the baseline of -119.4 (very low) from 2022 by a total of 3 or more to place students in the low band by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -105 (low) from 2022 by a total of 3 or more to place students in the medium band by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -111.8 (low) from 2022 by a total of 3 or more to place students in the medium band by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -197.6 (very low) from 2022 by a total of 47 or more to place students in the low band by the end of the 2023-2024 school year.

Identified Need

There is an identified achievement gap among our highest student group and the following student groups: African American (12%), Socioeconomically Disadvantaged (62%), Hispanic (54%) , and Students with Disabilities (16%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics) African American	119.4 below standard	75 below standard
SBAC (Mathematics) Socioeconomically Disadvantaged	105 below standard	69 below standard
SBAC (Mathematics) Hispanic	111.8 below standard	81.8 below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics) Students with Disabilities	197.6 below standard	139 below standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3655	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers will plan during the summer and outside of contractual hours during the SY 2023-24 to develop lesson plans using current data to inform planning for standards based instruction and to address learning needs identified using local common assessments. This will benefit students as teachers will use assessment data and classroom observational data to target specific needs and deliver instruction using research-based strategies to improve student engagement and acquisition of standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

74000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Math teachers utilized Mathia Mondays during 2021-2022 school year to help mitigate learning losses. Teachers were unable have pullout days until February to develop common assessments and planning to respond to student learning needs. However, there needs to be consistency and timeline in regard to administration of common assessments and time to analyze results as it was discovered that some teachers did not administer common assessment during agreed upon timeframe.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -23.4 (low) from 2022 by a total of 3 or more with a stretch goal of 6.4 or more to place students in the medium band or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -138.8 (very low) from 2022 by a total of 51.8 or more with a stretch goal of 60.8 or more to place students in the low band or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -10 (low) from 2022 by a total of 7 or more with a stretch goal of 37 or more to place students in the medium band or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -7.3 (low) from 2022 by a total of 5.3 or more with a stretch goal of 23.3 or more to place students in the medium band or higher by the end of the 2023-2024 school year.

Identified Need

Student Groups In Need of Improvement: African American (12%), Socioeconomically Disadvantaged (72%), Hispanic (54%), Students with Disabilities (16%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Exam (April 2023) African American	-23.4	-17or higher by the end of the 2023-2024 school year
CAASPP SBAC English Exam (April 2023) Students with Disabilities	-138.8	-78 or higher by the end of the 2023-2024 school year
CAASPP SBAC English Exam (April 2023) Hispanic	-10	meeting standard or higher by the end of the 2023-2024 school year
CAASPP SBAC English Exam (April 2023) Socioeconomically Disadvantaged	-7.3	meeting standard or higher by the end of the 2023-2024 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American, Hispanic, SWD, Socioeconomically disadvantaged students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will conduct pullout planning days during the year. This will increase/improve service by teachers examining student work to guide planning that supports best practice, standards-aligned writing instruction, providing feedback from teachers, and help students with enhancing literacy skills. PHS believes this will be effective because it will allow for teachers to better differentiate and tailor instruction based upon needs of students. In addition, teachers will plan to incorporate computer based instructional technology (Kami, Newsela, Screencastify) and Listenwise to meet the specific needs of ELs.

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)
48000	LCFF Supplemental and Concentration (S/C)
22470	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

Based upon the inconsistencies during the 2022-23 school year, it was determined that there would be no changes to the goal as the team was unable to evaluate the effectiveness based on inconsistent implementation.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
April 2022 English Language Arts/Literacy CAASPP Exam	Very Low performance band	Low performance band
April 2022 Mathematics CAASPP Exam	Very Low performance band	Low performance band
Reclassification (ELPAC)	Reclassification (RFEP) 25.1	>25.1 Reclassification by Fall 2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
135000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

English Learners

Strategy/Activity

We will target specific learners that need additional supports in core a-g courses and will improve services for students by providing additional support to successfully master academic content. In addition we will use after school tutoring and classroom libraries to support this strategy.

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)
18575	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

Given the inconsistencies with staffing, we aim to implement the stated action items for the SY 2023-24 to better support students and evaluate the effectiveness of the strategy .

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for Foster Youth will decrease the baseline of 26.9 (very high) from 2022 to end at 13 (high) by the end of the 2023-2024 school year.

Suspension Rate for African American will decrease the baseline of 8 (high) from 2022 to end at 6 or lower by the end of the 2023-2024 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 10.8 (very high) from 2022 to end at 6 (high) or lower by the end of the 2023-2024 school year.

Increase positive response rate of school safety and sense of belonging and support through surveys for the 2023-2024 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Foster Youth)	26.9	15 or lower by the end of the 2023-2024 school year
Suspension Rate (English Learners)	13.4	10 or lower by the end of the 2023-2024 school year
Suspension Rate (Students with Disabilities)	10.8	6 or lower by the end of the 2023-2024 school year
California Healthy Kids Survey (Total School Supports)	49% rating "very much true" or "pretty much true"	>49% rating "very much true" or "pretty much true"
Calfornia Healthy Kids Survey (Caring Adults in School)	57% rating "very much true" or "pretty much true"	>57% rating "very much true" or "pretty much true"
Calfornia Healthy Kids Survey (High Expectations)	67% rating "very much true" or "pretty much true"	>67% rating "very much true" or "pretty much true"
California Healthy Kids Survey (School Connectedness, Academic Motivation, & Parental Involvement)	62% rating "very much true" or "pretty much true" (school connectedness)	>62% rating "very much true" or "pretty much true" (school connectedness)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	81% rating "very much true" or "pretty much true" (academic motivation) 49% rating "very much true" or "pretty much true" (parental involvement)	>81% rating "very much true" or "pretty much true" (academic motivation) >49% rating "very much true" or "pretty much true" (parental involvement)
California Healthy Kids Survey (Meaningful Participation)	24% "very much true" or "pretty much true"	>24% "very much true" or "pretty much true"

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

Strategy/Activity 1

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

All Students (Foster Youth, Low Income)

Strategy/Activity

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

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

Amount(s)	Source(s)
39000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

All Students (Foster Youth, Low Income)

Strategy/Activity

We will provide a student safe space before school, additional carts and restroom smoke/vape detectors to monitor student conduct, in order to promote student safety and wellbeing.

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)
41376	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

Class of 2027 Freshmen Class

Strategy/Activity

Create .6 TOSA I as BARR Coordinator to help implement BARR Program for incoming ninth grade students so that students build community and positive relationships with peers and teachers resulting in increased participation, higher academic success, and become a part of PHS community.

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

Amount(s)	Source(s)
78198	Title I Part A: Allocation
70177	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

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

Low Income

Strategy/Activity

Monthly incentives (student of the month, rallies and assemblies) to recognize and promote safety and citizenship to support a decrease in suspensions.

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)
15000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

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

English Learners, Low-Income, Foster Youth

Strategy/Activity

We will provide additional a project behavior aide and an athletic coordinator to monitor students to monitor student conduct to increase student sense of safety 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)
40000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

We will increase attendance rate of all students by 3% for the 2023-24 school year from 92.27% to 95.27% or higher by June 2023. We will also increase attendance rates of African American students in 96%-99% rate of 35.2% and students in 94%-96% rate of 19.0% and provide additional security support in order to maintain a safe campus.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	92.27%	95.27%

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)

Supports for students identified as truant and/or chronically absent.

Strategy/Activity

We will conduct monthly evaluations of student attendance and follow up with check ins for families of students identified as chronically absent (8-10%). (Source: 2022-2023 PHS Student Attendance Report)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2990.15	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Attendance rates have decline 3% over the last five years. We will continue to identify students who are chronically absent and enlist Community Specialist Liaison (LACOE) to assist families and students

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

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

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

Truancy rates have not been reported during 2021-2022 due to the ongoing impact of the COVID-19 pandemic.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

Provide families with tools and activities they can apply toward college readiness that will lead to increases in a-g completion, reclassification rates, FAFSA completion, and increased attendance at parent meetings by the end of the 2023-24 school year (SY).

Identified Need

During parent forums held throughout the 2022-23 SY, parents expressed interest in learning more about CCGI , help to better support efforts of students to reclassify, and the need for a timeline beginning in Freshman year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at PIQE meetings by Spanish-speaking parents.	35 Spanish-speaking families	> 35 Spanish-speaking families
Attendance at ELAC monthly meetings.	13 families	>13 families
Students a-g eligible after S1 and S2 in 9th, 10th, 11th, 12th (i.e. credits attempted v. credits earned with C or higher.)	58.5% of students are a-g eligible in 2022-23	>58.5% of students eligible for a-g
Attendance at PTSA monthly meetings.	12 families	>12 families
Attendance at AAPC monthly meetings.	3 families	>3 families

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 2

Students to be Served by this Strategy/Activity

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

EL, Foster Youth, Low Income Student Groups

Strategy/Activity

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

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

Amount(s)	Source(s)
4840	Title I Part A: Parent Involvement
2430	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

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

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

Newsletters for EL families will be a newly assigned responsibility for an instructional coach.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

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

Identified Need

CCGI were not reported during the 2021-22 school year due to the impact of the COVID-19 pandemic. A-G completion rates and the number of students taking an AP exam will be used as indicators of continuous improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate (California Dashboard)	58.5 in 2022-23	>58.5% of students graduate having met A-G requirements
Students completing at least one AP course and exam	528 Students completing at least one AP course and exam	>528 Students completing at least one AP course and exam

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)

Low income students

Strategy/Activity

We will increase our focus on performing arts (g electives) in order to bolster student engagement towards increasing a-g completion rates.

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)
57570	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

English Learners, Low Income

Strategy/Activity

Utilize 1.0 FTE Counselor to provide monthly parent information learning sessions about preparing for college through high school (English and Spanish) in collaboration with College Access Plan (CAP). Provide opportunities for families to learn about trauma informed care, social and emotional well being, and parenting skills for high school students to increase participation among parents in academic success. This service will benefit students by providing targeted support from counseling center with respect to college readiness, course selection, and social/emotional support to support the needs of foster youth..

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)
129834	LCFF Supplemental and Concentration (S/C)
15000	Title I Part A: Allocation

Strategy/Activity 3

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
7000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

African American students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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: 2022-23

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: 2022-23

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: 2022-23

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	$132938
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	$132938
Other State/Local Funds provided to the school	$685177.15

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	$128098
Title I Part A: Parent Involvement	$4840

Subtotal of additional federal funds included for this school: $132,938

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)	$685177.15

Subtotal of state or local funds included for this school: $685,177.15

Total of federal, state, and/or local funds available for this school: $818,115.15

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	128098	0.00
Title I Part A: Parent Involvement	4840	0.00
LCFF Supplemental and Concentration (S/C)	685177.15	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	685,177.15
Title I Part A: Allocation	128,098.00
Title I Part A: Parent Involvement	4,840.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Mathew Kodama	Principal
Derek Walker	Parent or Community Member
Sam Alkhedra	Parent or Community Member
Allison Evans-Fluckey	Parent or Community Member
Matthew Smith	Classroom Teacher
Kevin Wood	Classroom Teacher
Norma Ohlson	Classroom Teacher
Darlene Osmonson	Classroom Teacher
Vivian Huang	Other School Staff
Angel Rodriguez	Secondary Student
Julia Dominguez	Secondary Student
Michelle Cortez	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
	Other: African American Parent Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

	Principal, Mathew Kodama on
	SSC Chairperson, Derek Walker on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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
	[ ] State Compensatory Education Advisory Committee
	[X] Other: African American Parent Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

Principal, Mathew Kodama on 5/23/23

SSC Chairperson, Derek Walker on 5/24/23

Appendix B

English Learner Advisory Committee (ELAC) Recommendation to School Site Council (SSC) Form

Name of the School: **Pasadena High School** Date of the meeting: **May 23, 2023**

The ELAC participates in the school's planning process for the programs and services for English Learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data prior to submitting recommendations to the SSC. This data includes:

• CA Assessment of Student Performance and Progress (CAASPP, result in July 2022) • CA Accountability Model & School Dashboard https://www.caschooldashboard.org • English Language Proficiency Assessment for CA – ELPAC (results in July 2022) • iReady ELA reading diagnostics	• EL reclassifications data • Parent/Community Involvement • School Accountability Report Card (SARC) • Student attendance – Truancy • Single Plan for Student Achievement SPSA

Please list the data reviewed by your committee prior to making the recommendations(s):
Reviewed data from: iReady Reading, HMRI (reading inventory), ELPAC and Reclassification.

Please indicate the action(s) the ELAC recommends as a result of the data reviewed:

1. Tutoring for EL students (after school) by teachers and/or student tutors.
2. Hire two bilingual instructional aides (full time) for in-class support.
3. Hire a bilingual clerk.
4. Continue having a bilingual community assistant and instructional coach.
5. Budget money to purchase programs to support EL students with their acquisition of the English Language (i.e. Listenwise).
6. Provide our EL students with at least one field trip per year to keep our EL students motivated and reward them for progress made during the school year.

Linda Hernandez
Chairperson Name

Chairperson Signature

5/23/2023
Date submitted

This form may also be used by a subcommittee of the SSC when there is a delegation of authorization

Apéndice B

Comité Asesor de Estudiantes Aprendiz de Inglés (ELAC) Recomendación a Consejo de sitio escolar (SSC) Formulario

Nombre de la escuela: **Pasadena High School** Fecha de la reunión: **23 de Mayo, 2023**

El ELAC participa en el proceso de planificación de la escuela para los programas y servicios para Estudiantes de Inglés (EL) y proporciona las recomendaciones escritas del SSC con respecto a las necesidades de estos estudiantes. El ELAC debe revisar los datos de participación de estudiantes y padres antes de enviar recomendaciones al SSC. Esta información incluye:

• Resultados de la evaluación de California del rendimiento y progreso del estudiante *(CAASPP - resultados en julio 2022)* • Modelo de Responsabilidad de California y Panel de la Escuela https://www.caschooldashboard.org. • Responsabilidad del Título III • Evaluación de Dominio del Idioma Inglés para California *(ELPAC resultados julio 2022)* • Diagnosticos de iReady Lectura	• Datos de reclasificaciones *EL* • Datos de participación de padres/ comunidad • Informe de Responsabilidad escolar *(SARC)* • Asistencia de Estudiantes - absentismo escolar • Datos de las calificaciones de Ds y Fs

Enumere los datos revisados por su comité antes de hacer las recomendaciones:

Se revisaron los datos de los diagnósticos de matemáticas iReady, lectura iReady, inventario de lectura HMRI, los estudiantes que se reclasificaron y datos de la evaluación ELPAC.

Indique las acciones que ELAC recomienda como resultado de los datos revisados:

1. Tutoría para estudiantes EL (después de escuela) proveído por maestros o alumnos.
2. Contratar dos asistentes de maestros (full-time) para más apoyo en clase.
3. Contratar a una secretaria bilingüe.
4. Mantener nuestro asistente a la comunidad y maestra de instrucción.
5. Comprar más programas/recursos como Listwise para apoyar en el salón de clases ELD.
6. Proveer por lo menos una salida al año para nuestros aprendices de inglés para motivarlos durante el año escolar.

Linda Hernandez _____ 5/23/2023

Nombre del presidente Firma del Presidente/a Fecha

**** Este formulario también puede ser utilizado por un subcomité del SSC cuando hay una delegación de autorización***

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 SPSA LCAP Recommendations

AAPC Recommendations to School Site Council

School: Pasadena High School Date: 5/15/2023

The following are recommendations from the African American Parent Council (AAPC) to the PHS School Site Council (SSC) for the 2023-20224 Single Plan for Student Achievement:

Data Examined:	1. 2022 California School Dashboard and System of Support Results	
Areas of Need/ Concern:	1. Black Students are identified as "Very Low" in the CAASPP ELA results. Black Students are identified as "Very Low" in the CAASPP Math results. 2. Black Students are identified as "Very High" in the CAASPP suspension rate. 3. Inadequate facilities for the Baseball/Softball/Soccer fields. Including unsafe, unhealthy, and unavailable restroom access. 4. Student Clubs and Organizations lack of funding. 5. Lack of safe supervised early morning Study/Social gathering location for students.	
Funds/Resources Available:	Personnel (include hours available): 1. Counselor 32.0 hours per month 2. RTI support 3.	Funds: Title 1 $150,443.00 Title 1 Parent Inv. $4,885.00 LCAP $685,177.00 Total
Recommendations for Single Plan:	1. Counselor, Advocate/Accountability staff dedicated specifically to identified lowest performing student group, for 2 day a week; bi-weekly. 2. Seed money for each active student club/organization. Amounts allocated depending on total number verified as needed. 3. Allocate specific specific funds for healthy, safe access to restrooms and proper maintenance of for-mentioned areas of concern. If monies are derived from other sources and completed within the 2023-24 period, these dedicated monies will be disbursed out to other line items accordingly.	

We submit these recommendations to the SSC on behalf of the AAPC

Derek R. Walker
AAPC Parent Rep (Print Name)

Derek Walker 5/13/2023
Signature/Date

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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

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 3 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 2023-24 is as below:

School: Pasadena High School

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	$1,795,513.00	9,623	$186.59	1,153	$215,133.17