School Year: 2021-22

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	04/22/21	6/30/2021

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)

X Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

3. School Personnel: Instructional Leadership Team (ILT) developed list of priorities, recommendations around professional development, and analyzed student performance data.

Resource Inequities

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

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

School Vision and Mission

Pasadena Unified School District Mission Statement

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

Pasadena High School's Mission Statement

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

Vision Statement

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

School Profile

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

Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the

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

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

Schoolwide Learner Outcomes

Pasadena High School students will:

Think critically and creatively to meet or exceed California State Standards as active learners and academic achievers.

Communicate effectively to express ideas clearly through writing and speaking

Apply various forms of technology for the purposes of creativity, research, and communication

Work independently and cooperatively to solve complex and relevant problems to prepare for post-secondary education and a productive work life

Contribute to the extended community to engage and respect cultural diversity

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.23%	0.32%	0.4%	4	6	7
African American	11.18%	11.68%	11.6%	194	217	213
Asian	3.17%	3.34%	4.5%	55	62	82
Filipino	2.25%	2.1%	1.9%	39	39	34
Hispanic/Latino	61.79%	60.06%	59.2%	1,072	1,116	1,091
Pacific Islander	0.46%	0.38%	0.4%	8	7	7
White	17.64%	18.95%	19.1%	306	352	352
Multiple/No Response	0.29%	0.16%	0.2%	5	3	4
			Total Enrollment	1,735	1,858	1,842

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	446	522	408
Grade 10	473	486	512
Grade 11	402	476	460
Grade 12	414	374	462
Total Enrollment	1,735	1,858	1,842

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	72	110	93	4.1%	5.9%	5.0%
Fluent English Proficient (FEP)	733	688	689	42.2%	37.0%	37.4%
Reclassified Fluent English Proficient (RFEP)	29	8	30	28.7%	11.1%	27.3%

Conclusions based on this data:

1. Our numbers of students identified as English Learners has decreased.

2. Almost half of PHS students are FEP and have shown improvement in ELA CASSPP performance.

3. RFEP students still in need of additional support to achieve grade-level proficiency according to CAASPP assessments.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	442	396	376	436	373	364	436	373	364	98.6	94.2	96.8
All Grades	442	396	376	436	373	364	436	373	364	98.6	94.2	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2611.	2563.	2585.	25.92	15.28	23.08	37.16	28.15	30.22	22.25	31.37	25.27	14.68	25.20	21.43
All Grades	N/A	N/A	N/A	25.92	15.28	23.08	37.16	28.15	30.22	22.25	31.37	25.27	14.68	25.20	21.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.03	21.51	28.85	50.00	47.85	41.76	16.97	30.65	29.40
All Grades	33.03	21.51	28.85	50.00	47.85	41.76	16.97	30.65	29.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.55	23.39	27.75	46.10	46.77	49.73	18.35	29.84	22.53
All Grades	35.55	23.39	27.75	46.10	46.77	49.73	18.35	29.84	22.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.54	15.32	24.45	63.53	65.86	55.49	11.93	18.82	20.05
All Grades	24.54	15.32	24.45	63.53	65.86	55.49	11.93	18.82	20.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.01	21.77	27.47	50.92	53.23	49.45	13.07	25.00	23.08
All Grades	36.01	21.77	27.47	50.92	53.23	49.45	13.07	25.00	23.08

Conclusions based on this data:

1. Scores increased overall for students by 22.2 points with ALL students scoring 3.3 points above standard.

2. African American students declined 14. 6 points and were 67.9 points below the standard.

3. While Students with Disabilities made significant gains, scores were 96.7 points below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	443	396	376	436	376	363	436	376	363	98.4	94.9	96.5
All Grades	443	396	376	436	376	363	436	376	363	98.4	94.9	96.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2562.	2554.	2543.	9.86	6.65	8.82	20.18	19.41	17.36	25.00	26.33	20.39	44.95	47.61	53.44
All Grades	N/A	N/A	N/A	9.86	6.65	8.82	20.18	19.41	17.36	25.00	26.33	20.39	44.95	47.61	53.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.64	17.29	17.68	29.36	31.38	22.65	50.00	51.33	59.67
All Grades	20.64	17.29	17.68	29.36	31.38	22.65	50.00	51.33	59.67

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.70	7.98	12.98	47.94	45.21	40.33	40.37	46.81	46.69
All Grades	11.70	7.98	12.98	47.94	45.21	40.33	40.37	46.81	46.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.91	10.64	13.22	56.19	55.85	49.59	28.90	33.51	37.19
All Grades	14.91	10.64	13.22	56.19	55.85	49.59	28.90	33.51	37.19

Conclusions based on this data:

1. Mean Scale Scores have decline from 65.1 to 72.3 to 82.3 from 2017 to 2019, respectively.

2. Problem Solving & Modeling/Data Analysis is area of greatest concern based upon student performance.

3. Our Students with Disabilities scored 189.9 points below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1531.0	1537.8	1517.7	1539.4	1543.5	1535.7	24	20
Grade 10	1515.1	1549.9	1504.3	1571.2	1525.4	1528.2	20	24
Grade 11	1531.0	1471.3	1503.1	1453.3	1558.3	1489.1	21	12
Grade 12	1546.4	*	1522.8	*	1569.2	*	17	10
All Grades							82	66

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	15.00	*	40.00	*	35.00	*	10.00	24	20
10	*	12.50	*	50.00	*	29.17	*	8.33	20	24
11	*	8.33	52.38	16.67	*	41.67	*	33.33	21	12
12	*	*	*	*	*	*	*	*	17	*
All Grades	21.95	10.61	35.37	37.88	25.61	31.82	17.07	19.70	82	66

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	30.00	*	40.00	*	25.00	*	5.00	24	20
10	*	41.67	*	41.67	*	8.33	*	8.33	20	24
11	*	16.67	*	16.67	*	33.33	*	33.33	21	12
12	*	*	*	*	*	*	*	*	17	*
All Grades	40.24	28.79	28.05	36.36	19.51	18.18	*	16.67	82	66

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**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		5.00	*	20.00	*	45.00	*	30.00	24	20
10	*	0.00	*	12.50	*	50.00	*	37.50	20	24
11	*	8.33	*	0.00	*	58.33	*	33.33	21	12
12	*	*	*	*	*	*	*	*	17	*
All Grades	*	3.03	35.37	10.61	30.49	46.97	24.39	39.39	82	66

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	10.00	45.83	70.00	*	20.00	24	20
10	*	8.33	*	66.67	*	25.00	20	24
11	*	0.00	*	41.67	*	58.33	21	12
12	*	*	*	*	*	*	17	*
All Grades	37.80	6.06	42.68	60.61	19.51	33.33	82	66

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	85.00	50.00	10.00	*	5.00	24	20
10	*	91.67	*	0.00	*	8.33	20	24
11	61.90	41.67	*	33.33	*	25.00	21	12
12	64.71	*	*	*	*	*	17	*
All Grades	53.66	75.76	34.15	10.61	*	13.64	82	66

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.00	*	55.00	54.17	40.00	24	20
10	*	4.17	*	45.83	*	50.00	20	24
11	*	8.33	52.38	33.33	*	58.33	21	12
12	*	*	*	*	*	*	17	*
All Grades	*	4.55	45.12	42.42	45.12	53.03	82	66

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	87.50	95.00	*	5.00	24	20
10	*	8.33	60.00	87.50	*	4.17	20	24
11	*	16.67	*	58.33	*	25.00	21	12
12	*	*	64.71	*		*	17	*
All Grades	29.27	6.06	64.63	78.79	*	15.15	82	66

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

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1735	**61.6**	**4.1**	**1.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	72	4.1
Foster Youth	24	1.4
Homeless	61	3.5
Socioeconomically Disadvantaged	1069	61.6
Students with Disabilities	220	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	194	11.2
American Indian	4	0.2
Asian	55	3.2
Filipino	39	2.2
Hispanic	1072	61.8
Two or More Races	52	3.0
Pacific Islander	8	0.5
White	306	17.6

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Green

Mathematics

Orange

College/Career

Orange

Academic Engagement

Graduation Rate

Blue

Conditions & Climate

Suspension Rate

Green

Conclusions based on this data:

1. English Language Arts declined across all student populations.

2. Graduation rate and College/ Career indicators increased, especially for student populations.
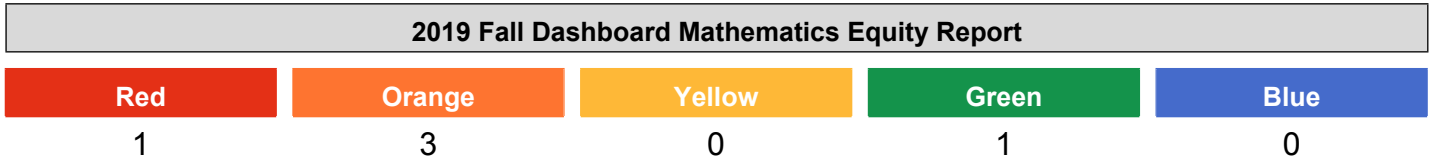
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	1

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
67.9 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	79.6 points above standard
Declined -14.6 points		10	12
39			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
7.1 points below standard	43.2 points above standard	0 Students	47.1 points above standard
Increased Significantly ++21.8 points	Increased Significantly ++22.9 points		Increased Significantly ++44.6 points
214	21		55

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	98.8 points below standard	12.3 points above standard
9	Increased ++6.9 points	Increased Significantly ++25.2 points
	12	191

Conclusions based on this data:

1. English Language Arts scores declined across all student groups.

2. Professional Development around Writing Workshop for the 2018-2019 school year to increase emphasis on writing.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
82.3 points below standard	178.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10 points	Declined -12.1 points	1
350	20	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
131.4 points below standard	98.2 points below standard	189.9 points below standard
Declined Significantly -82.5 points	Declined -10.7 points	Increased ++4 points
20	217	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red		No Performance Color	No Performance Color
159.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	3.1 points above standard
Declined Significantly -42 points			Increased ++7.1 points
40		10	12

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Green
97.9 points below standard	40 points below standard		24.6 points below standard
Declined -10.1 points	Declined Significantly -16.3 points		Increased Significantly ++20.3 points
213	21		54

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

**Conclusions based on this data:**

1. Shift in curriculum from MVP to Carnegie Learning in 2017-2018.

2. Teachers will continue to implement collaborative model in math courses and integrate online component (Mathia) to ensure students have additional support in classes.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54.8 making progress towards English language proficiency
Number of EL Students: 62
Performance Level: Low
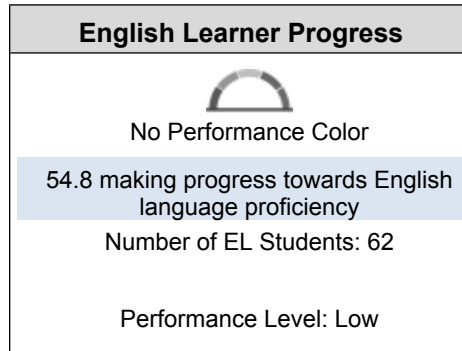
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.5	30.6	1.6	53.2

Conclusions based on this data:

1. Still a need to provide SDAIE academic sections for reclassified ELs and current ELs to ensure appropriate differentiation.

2. Continue to provide guidance and counseling to students and families about post-secondary opportunities.
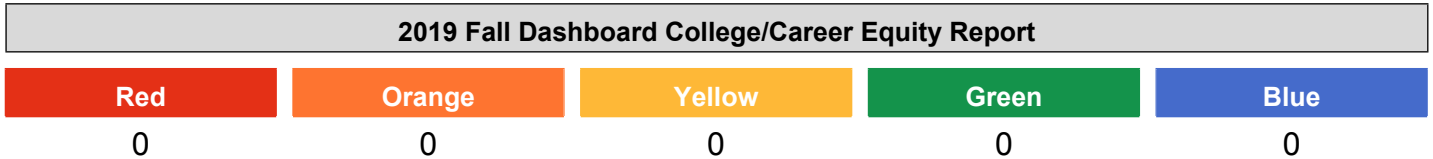
School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
44.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5	0 Students	0 Students
417		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
49.7 **Prepared**	49.7 **Prepared**	44.1 **Prepared**
22.2 **Approaching Prepared**	22.2 **Approaching Prepared**	25.7 **Approaching Prepared**
28.2 **Not Prepared**	28.2 **Not Prepared**	30.2 **Not Prepared**

Conclusions based on this data:

1. We will continue to recruit students into college and career pathways to help increase post-graduation readiness.

2. We will continue to provide support for student populations typically underrepresented at IHEs (Institutions of Higher Education) through EAOP, Upward Bound, Puente, and college fairs aimed at specific student populations. We will also
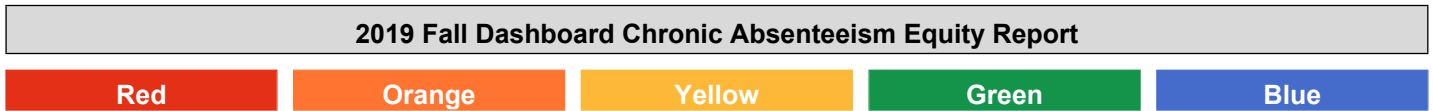
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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
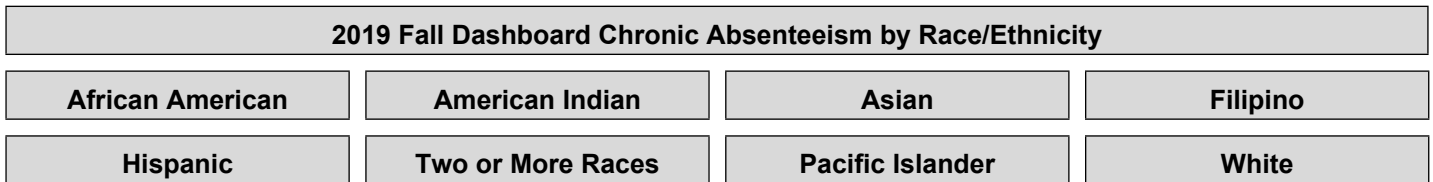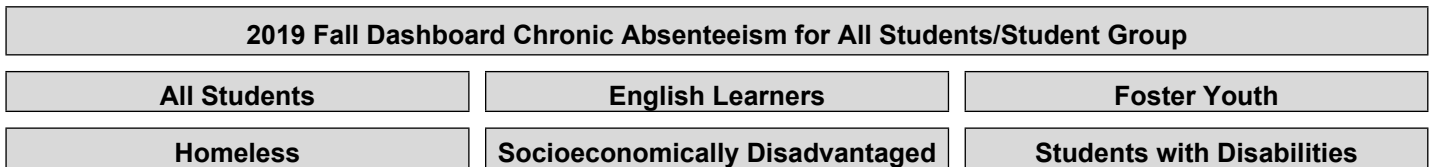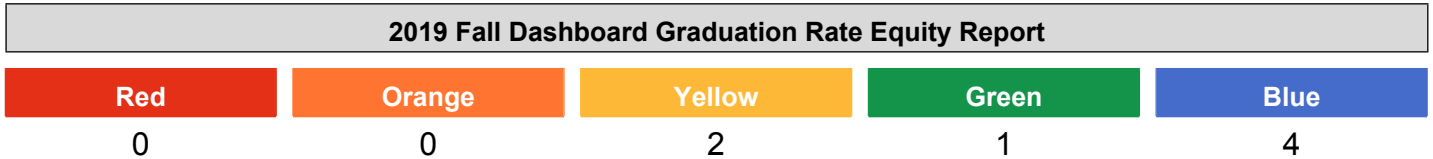## Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	4

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
97.6	94.4	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Maintained +0.3	
		9
418	36	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Yellow
100	97.9	89.1
Increased +9.7	Maintained +0.3	Maintained -0.7
38	332	55

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
92.7	0 Students	93.3	100
Declined -5.9		Declined -1.7	Increased +6.7
41		15	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
98.1	100	0 Students	98.7
Maintained +0.5	Increased +9.1		Increased +1.1
260	14		75

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
97.4	97.6

Conclusions based on this data:

1. Counselors monitored students' progress toward fulfilling graduation requirements to ensure completion.

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	5	3
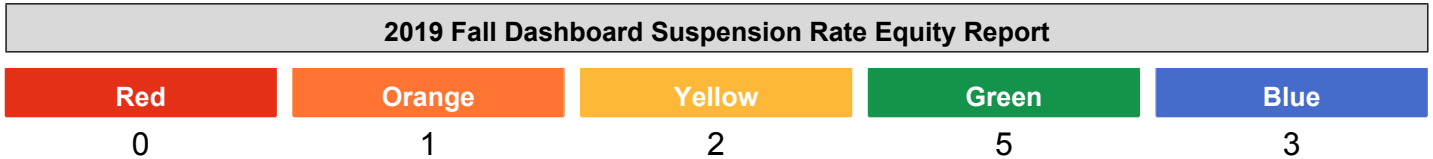
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Orange
2.3	3.3	11.8
Declined -1.6	Declined -3.9	Declined -12.8
1847	90	51

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Yellow
2	3	7
Declined -0.8	Declined -1.4	Declined Significantly -5.4
99	1219	270

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	Blue
6.4	Less than 11 Students - Data 4	0	0
Declined Significantly -3.5		Maintained 0	Maintained 0
218		56	40
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
2.1	0	Less than 11 Students - Data 8	1.5
Declined -1.3	Declined -6.7		Declined -0.4
1130	63		328

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	2.3

Conclusions based on this data:

1. PHS has established procedures and protocols in place to ensure the safety and security of our students and staff. This has resulted in an overall decrease in our suspension rate over the past three years (-1.2%).

2. Continue to develop systems of intervention for students with substance abuse referrals to IMPACT counselor.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for African American will increase the baseline of 159.4 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 44.4 or more (to reach Yellow) to end at 162.4 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -98.2 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 38.3 or more (to reach Green) to end at -95.2 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -97.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 37.9 or more (to reach Green) to end at -94.9 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -189.9 (Orange) from 2019 by a total of 74.9 or more (to reach Yellow) with a stretch goal of 129.9 or more (to reach Green) to end at -115 or higher by the end of the 2021-2022 school year.

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

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

Students with Disabilities

Strategy/Activity

Provide pullout days for case carriers to conduct data analysis and conduct student conferences quarterly (OCT, DEC, JAN, MAR). Teachers will identify students with D/F grades in core content classes and develop improvement plans with students through teacher-student conferences.

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)
4,975	LCFF - Supplemental and Concentration (S/C)
	None Specified
	None Specified

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 Socioeconomically Disadvantaged Students, African American, Hispanic

Strategy/Activity

Develop, administer, and conduct pullout days for planning & data analysis for Math 1, Math 2, and Math 3, prior to the school year and three times throughout the school year so that teachers identify common misconceptions and plan to spiral previous concepts to increase mastery.

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)
4,014.24	Title I
	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will plan during summer for school year. This will increase services as teachers will use current data to inform planning for standards based instruction and to complete unfinished learning during pandemic.

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)
10,000	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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 Monday Modules during 2021-2022 school year to develop common assessments. However, there needs to be consistency and timeline in regard to administration of common assessments and time to analyze results.

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 COVID pandemic, inconsistencies with implementation of common assessments, but still delivered.

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 re-evaluate data and goals based on CAASPP assessment or equivalent in Spring 2021.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

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

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -96.7 (Orange) from 2019 by a total of 51.7 or more (to reach Yellow) with a stretch goal of 66.8 or more (to reach Green) to end at -45 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -7.1 (Yellow) from 2019 by a total of 7.1 or more (to reach Green) with a stretch goal of 37.1 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -12.7 (Yellow) from 2019 by a total of 12.7 or more (to reach Green) with a stretch goal of 42.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Exam (April 2021) African American	-67.9 (Red)	-64.9 or higher by the end of the 2020-2021 school year
CAASPP SBAC English Exam (April 2021) Students with Disabilities	-96.7 (Orange)	-45 or higher by the end of the 2020-2021 school year
CAASPP SBAC English Exam (April 2021) Hispanic	-7.1 (Yellow)	meeting standard or higher by the end of the 2020-2021 school year
CAASPP SBAC English Exam (April 2021) Socioeconomically Disadvantaged	-12.7 (Yellow)	meeting standard or higher by the end of the 2020-2021 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Houghton Mifflin Reading Inventory (HMRI) Class of 2022, 2023, 2024	(Below Basic/ Basic/Proficient/Advanced) Class of 2022: 20%/21%/36%/24% Class of 2023: 25%/16%/35%/24% Class of 2024: 22%/21%/22%/35%	(Below Basic/ Basic/Proficient/Advanced) Class of 2022: 36%/>24% Class of 2023: 35%/>24% Class of 2024: 22%/>35%
SBAC Interim Assessment	45% near standard/ 32% above standard	>45% near standard/ >32% above standard

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American, Hispanic, SWD, Socioeconomically disadvantaged students

Strategy/Activity

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

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

Amount(s)	Source(s)
9,950.00	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will conduct pullout planning days three times during the year. This will increase/improve service by teachers examining student work to guide planning that supports best practice, standards-aligned writing instruction, providing feedback from teachers, and help students with

enhancing literacy skills. PHS believes this will be effective because it will allow for teachers to better differentiate and tailor instruction based upon needs of students.

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

Amount(s)	Source(s)
3,500	Title I
	None Specified

Strategy/Activity 3
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)
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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 timeline and expectations with full implementation of Engage NY curriculum with alignment in English 1-3 courses. Increased reading through growth of classroom libraries.

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

Increased budget for classroom libraries and library selections chosen by students by $10,000 with monies released from other expenditures from 2020-2021 school year.

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

We will re-evaluate based upon CAASPP assessment or equivalent in Spring 2021.

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).

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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

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

Amount(s)	Source(s)
45,000	Title I
30,000	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide tutorial center for English Learners around English/Language Arts, Mathematics, Science, and Social Studies.

Strategy/Activity

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

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

Amount(s)	Source(s)
3,500	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)

English Learners, Low Socioeconomic Students, Hispanic, African American

Strategy/Activity

Utilization of Saddleback reading materials and Newsela. This will increase/improve service by cultivating literacy skills with materials that support best practice, standards-aligned instruction, and help students with accessing core content at attainable reading level, and enhancing writing skills. PHS believes this will be effective because teachers who have used it prior cite success in addressing the mentioned skills for students.

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

Amount(s)	Source(s)
18000	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)

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)
	None Specified
	None Specified

Strategy/Activity 5
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)
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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 a decrease of reclassification rates from Fall of 2018 (28.71%) and the Fall of (11.1%)We also saw an increase of English Learners who also identified as Students with Disabilities.

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

Part of this was the result of new personnel (ELD teacher and Instructional Coach), decrease of 0.5 FTE Instructional Coach, and temporary reassignment of Bilingual Clerk to another campus position due to an staff member out on leave.

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, we will reevaluate needs of students based on teacher assessment information, student participation, and feedback.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for Foster Youth will decrease the baseline of 11.8 (Orange) from 2019 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -1.8 or more (to reach Green) to end at 11.5 or lower by the end of the 2021-2022 school year.

Suspension Rate for African American will decrease the baseline of 6.4 (Yellow) from 2019 by a total of -0.4 or more (to reach Green) with a stretch goal of -4.9 or more (to reach Blue) to end at 6 or lower by the end of the 2021-2022 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 7 (Yellow) from 2019 by a total of -1 or more (to reach Green) with a stretch goal of -5.5 or more (to reach Blue) to end at 6 or lower by the end of the 2021-2022 school year.

Increase positive response rate of school safety and sense of belonging and support through surveys for the 2021-2022 school year.

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth, Low Socioeconomically Disadvantage Students, African American

Strategy/Activity

We will increase services to students by providing 0.5 FTE security guard and 0.5 counselor to assist with support of students through positive interactions and praise. We believe this will be successful as determined by decreased incidents and infractions.

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)
25000	LCFF - Supplemental and Concentration (S/C)
39500	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
	None Specified

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

Class of 2024 Freshmen Class

Strategy/Activity

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

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

Amount(s)	Source(s)
90000	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as truant and/or chronically absent.

Strategy/Activity

We will conduct biweekly evaluations of student attendance and follow up with check ins for families of students identified as chronically absent.

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)

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)

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)

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)

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)

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)

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)

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

Increase percentage of families with active Parent Portal accounts and increase opportunities for families to learn strategies and work with community partners to prepare students for success in high school and post graduation.

Identified Need

As of April 2021, 98% of families had an active Parent Portal account. We also saw a decrease of about 25% of English Learner families engaged through our ELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Active Parent Portal accounts	98%	>98% of active accounts on Parent Portal

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
50,000	Title I
	Title I

Strategy/Activity 2

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)
	Title I

Strategy/Activity 3
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)
	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)

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)
	LCFF - Supplemental and Concentration (S/C)
	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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 a decrease of families attending ELAC meetings (from 12 families per meeting to 8 families). We modified meeting schedule, but will consult with parents on best times and will also explore offering parent meetings through virtual space.

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 did not spend as much on translation services as we anticipated for the 2020-2021 SY.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 10th and 11th Grade Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

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

Utilize 0.5 FTE Counselor to provide monthly parent information learning sessions about preparing for college through high school (English and Spanish) in collaboration with College Access Plan (CAP). Provide opportunities for families to learn about trauma informed care, social and emotional well being, and parenting skills for high school students to increase participation among parents in academic success. (Also identified and accounted for in Goal #4)

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)
	Title I
	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
4,000	LCFF - Supplemental and Concentration (S/C)
5,000	Title I

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)
	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

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	$137,514.24
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	$137,514.24
Other State/Local Funds provided to the school	$204,925.00

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)
Title I	$137,514.24

Subtotal of additional federal funds included for this school: $137,514.24

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)	$204,925.00

Subtotal of state or local funds included for this school: $204,925

Total of federal, state, and/or local funds available for this school: $342,439.24

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	137,514.24	0.00
LCFF - Supplemental and Concentration (S/C)	204,925.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	204,925.00
Title I	137,514.24

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2021.

Attested:

Principal, Roberto Hernandez on 04/22/21

SSC Chairperson, Gabriela Rodriguez on 04/22/21

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Stakeholder Involvement and/or Strategies/Activities).

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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

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 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: PHS

| Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	1104	$194,480.64

Pasadena High School has developed a written parental involvement policy with input from all parent groups. Parents, along with school personnel and teachers, work in identifying our school needs and allocating resources accordingly through our School Site Council (SSC), English Language Advisory Committee (ELAC), and our Parent Teacher Student Association (PTSA).

We encourage all parents and families to participate in school activities related to the education, social development, wellbeing, and academic success of their students. Communication is provided in Spanish translation and interpretation in written communication at school events and meetings. All families will have access to school facilities and will be available for parents with disabilities.

We will work collaboratively with parents and our community to ensure that:

- parents and guardians are involved in the development of the Single Plan for Student Achievement (SPSA) and the ongoing process of continuous improvement.

- provide opportunities for parents to provide input through the ELAC, SSC, PTSA, and other school level leadership committees

- communication with parents and guardians through all available mediums (telephone, internet, and other methods) to disseminate information regarding the SPSA and the opportunity to provide input.

- the English Learner Advisory Committee (ELAC) and School Site Council (SSC) meet on a monthly basis, as required.

- meetings are scheduled to avoid conflicts and provide parents with sufficient time in advance to plan, preferably two weeks.

- parents are involved in decisions regarding how Title I funds reserved for parental involvement will be budgeted and allocated for parental involvement activities.

- training is provided for the School Site Council (SSC) through the Student Support Programs Office.

PASADENA HIGH SCHOOL

_____
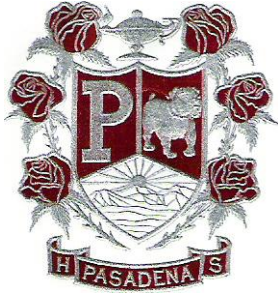
A Learning Community Dedicated to Student Achievement

La administración, el personal y los padres de la escuela secundaria Pasadena creen que el logro académico mejorado de cada estudiante es una responsabilidad compartida por toda la comunidad escolar. Las familias y las escuelas deben trabajar juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.

Promesa del Personaje

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un ambiente de aprendizaje seguro y de apoyo.
- Proporcionar currículo e instrucción de alta calidad que promueva el logro del estudiante.
- Motivar a nuestros alumnos a aprender
- Establecer altas expectativas para todos los estudiantes
- Comunicarse con frecuencia y celebrar conferencias con los padres para discutir el progreso académico.
- Proporcionar a los padres información sobre la reunión anual de Título I de la escuela.
- Respetar la escuela, los estudiantes, el personal y las familias.

Promesa del Estudiante

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Venir a la escuela listo para aprender y trabajar duro.
- Traiga los materiales necesarios, tareas y tareas.
- Conocer y cumplir con las reglas y expectativas de la escuela y el aula.
- Estudiar fuera del horario escolar para gestionar la carga del curso y practicar habilidades
- Respetar la escuela, los compañeros de clase, el personal y las familias.

Promesa de la Familia/Padres

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcione un momento y lugar tranquilo para la tarea y la lectura.
- Asegurarme de que mi hijo asista a la escuela todos los días y duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Asegurarme de que mi hijo llegue a la escuela a tiempo todos los días.
- Monitorear regularmente el progreso académico y conductual de mi hijo en la escuela
- Participar en decisiones sobre la educación de mi hijo
- Asistir a conferencias de padres y maestros
- Comunicarle a mi hijo la importancia de la educación y el aprendizaje.
- Respetar la escuela, el personal, los estudiantes y las familias.

Director_____ Fecha_____
Padre_____ Fecha_____
Maestro/a_____ Fecha_____
Estudiante_____ Fecha_____

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Pasadena High School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2020-2021 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Pasadena High School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 25, 2021 at Pasadena High School. Notice was provided by Administration.

Pasadena High School's "school-site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and approved by School Site Council

Amendments
Updates

School Site Council
Robert Hernandez, Matthew Smith, Maricela Brambila, Raymond Cross, Jonathan Gardner, Julie Flad, Leigh Gluck, Carolina Sandoval, Scott Eaton, Tatiana Reyes, Hillary Temple, Angel De Jesus Rodriguez, Gabriela Rodriguez

Signatures of Pasadena High School's Site Council Members

Signature	Date	Signature	Date
	02/25/21		2/25/21
	02/25/21		2/25/21
	2/25/21		2/25/21
	2/25/21		

PASADENA HIGH SCHOOL

A Learning Community Dedicated to Student Achievement

The administration, staff and parents of Pasadena High School believe that the improved academic achievement of each student is a responsibility shared by the entire school community. Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment
- Provide high-quality curriculum and instruction that promotes student achievement
- Motivate our students to learn
- Set high expectations for all students
- Communicate frequently and hold parent conferences to discuss academic progress
- Provide parents with information about the school's annual Title I meeting
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring the necessary materials, assignments and homework
- Know and abide by the school and classroom rules and expectations
- Study outside of school hours in order to manage course load and practice skills
- Respect the school, classmates, staff and families

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and reading
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition
- Make sure my child gets to school on time daily.
- Regularly monitor my child's academic and behavioral progress at school
- Participate in decisions about my child's education
- Attend Parent-Teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students and families.

Principal_____ Date_____

Parent _____ Date_____

Teacher_____ Date_____

Student_____ Date_____

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 22, 2021.

Attested:

Principal, Roberto Hernandez on 04/22/21
SSC Chairperson, Gabriela Rodriguez on 04/22/21

Pasadena High

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
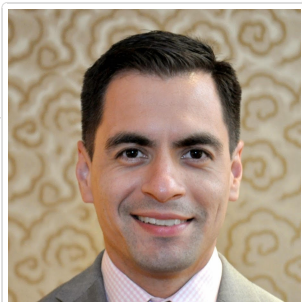
Roberto Hernandez, Principal

📍 Principal, Pasadena High

About Our School

Welcome to Pasadena High School, home to the largest public high school in the cities of Pasadena, Altadena, and the Sierra Madre. Pasadena High School has been recognized by the US News & World Report as a Best High School Silver Award winner.

Contact

Pasadena High
2925 East Sierra Madre Blvd.
Pasadena, CA 91107-1846

Phone: 626-396-5880
Email: hernandez.roberto2@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Pasadena High
Street	2925 East Sierra Madre Blvd.
City, State, Zip	Pasadena, Ca, 91107-1846
Phone Number	626-396-5880
Principal	Roberto Hernandez, Principal
Email Address	hernandez.roberto2@pusd.us
Website	http://phs.pusd.us
County-District-School (CDS) Code	19648811936822

Last updated: 12/31/2019

School Description and Mission Statement (School Year 2019—20)

Welcome to Pasadena High School, home to the largest public high school in the cities of Pasadena, Altadena, and the Sierra Madre. Pasadena High School has been recognized by the US News & World Report as a Best High School Silver Award winner. This award recognizes our school as being among the top 8% of all US public schools according to our scholarly achievements.

We are the "Highly Spirited Bulldogs", originally established 130 years ago and continue to be the flagship school of PUSD. We offer our students a comprehensive seven-period day which offers an A-G college preparatory educational platform and prepares them for the best universities and colleges coast to coast. Pasadena High School has established a comprehensive program including research-based College and Career Pathway programs such as Creative Arts Media and Design (CAMAD), Law and Public Service (LPS) Academy, and the APP Academy. Furthermore, we have offered over 20 Advanced Placement courses to our students, providing students with an opportunity to gain college credit and take college-rigor courses.

Additionally, PHS offers a full range of Fine Arts courses and programs: Choir, Dance, Jazz, Orchestra, Band, Marching Band, and Flags. There are a number of student organizations along with traditional athletics programs, where we offer 19 CIF varsity sports for male and female athletes. Our LEARNS program, an afterschool program offering a variety of courses is the best in all of PUSD with the highest participation numbers among PUSD secondary schools.

We are accredited by the Western Association of Schools and Colleges (WASC - 6 years) and have maintained an excellent record of accreditation. Our tradition and highest priority are to ensure that all students graduate prepared for college, career, and successful citizenship. We are committed to maintaining high academic standards and providing a first-class education for all our students. Common Core State Standards implementation is in progress along with Project-Based Learning, Explicit Direct Instruction, and SDAIE intervention strategies. In addition, we have implemented the Parent Portal program which allows parents to view grades, attendance, and email teachers. Overall trends continue to show positive academic growth. We practice a continuous improvement cycle that supports daily instruction drawn from research-based and best practices.

The Bulldog administration and faculty believe in the professional learning community model and will continue collegial mentoring and collaborative processes as the norm. We are committed to closing the student achievement gap, helping all students reach their full potential, and prepare them to be successful in postsecondary education and the challenges of the 21st Century global economy.

Last updated: 1/17/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	446
Grade 10	473
Grade 11	402
Grade 12	414
Total Enrollment	1735
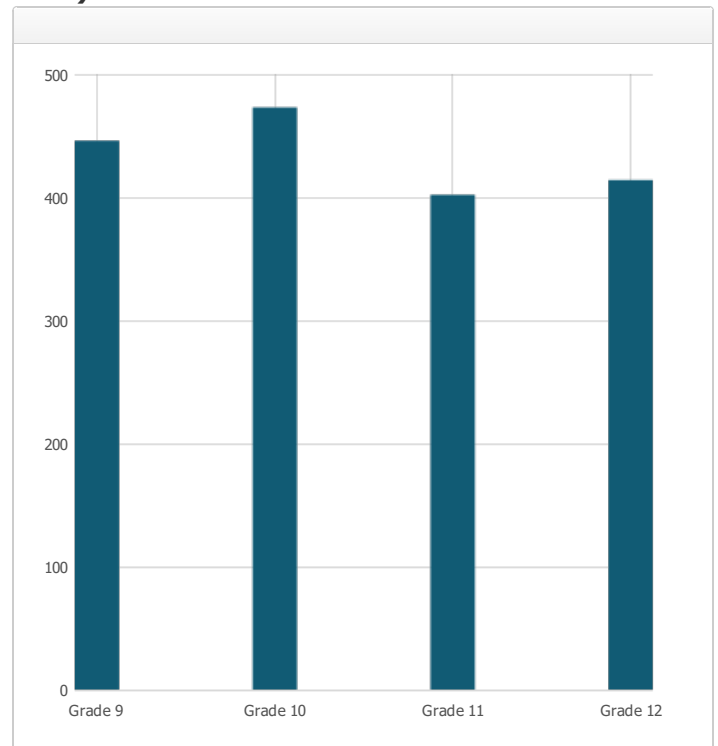
Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	11.20 %
American Indian or Alaska Native	0.20 %
Asian	3.20 %
Filipino	2.20 %
Hispanic or Latino	61.80 %
Native Hawaiian or Pacific Islander	0.50 %
White	17.60 %
Two or More Races	3.00 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	61.60 %
English Learners	4.10 %
Students with Disabilities	12.70 %
Foster Youth	1.40 %
Homeless	3.50 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	67	66	80	718
Without Full Credential	3	1	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
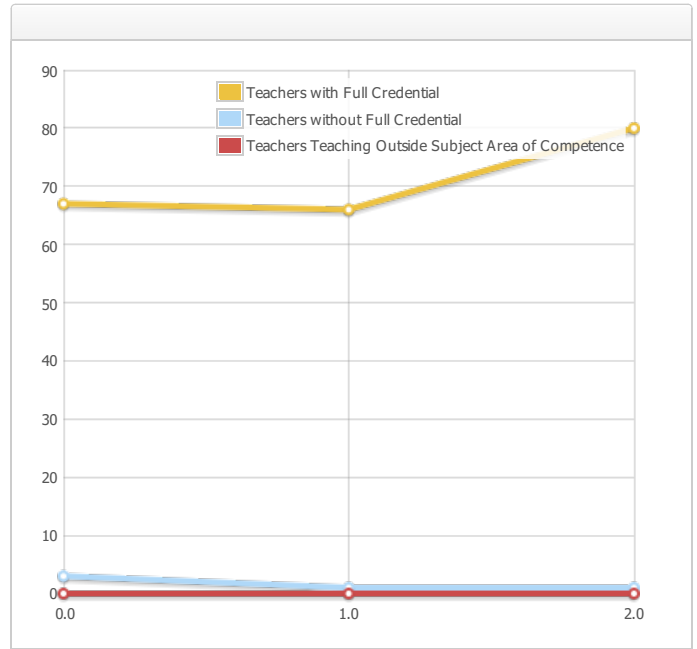
Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	2
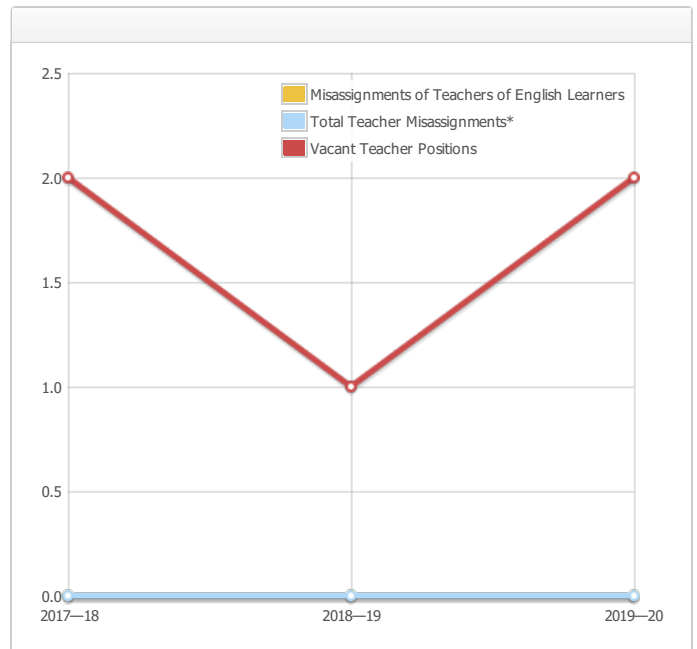
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	10RLA 10, 11,12 Holt, Rinehart & Winston Holt Literature and Language Arts Fourth Course 2003 12RLA 12 Pearson Prose Reader 2009 12RLA 12 CSU Press 2nd edition ERWC/ booklet 2013 AP English 11, 12 Bedford/St. Martin Press The Bedford Reader High School Edition 2009 AP English 11, 12 Pearson 100 Great Essays, 4th ed 2011 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Level A, B. C 2009 ELD 1 - 3 6-12 Houghton Mifflin/Scholastic English 3D ELD 1 - 3 6-12 Houghton Mifflin/Scholastic READ 180 Stage B, C 2012	Yes	0.00 %
Mathematics	MATH (1, 2, 3) 9-12 Carnegie Learning Integrated Math 1 2016 9th-12th Mathematics McDougal Littell 2008 Advanced Math 9-12 McDougal Littell PreCalculus With Limits 2007 AP Statistics 9-12 Prentice Hall Modeling the World 2007 Calculus 9-12 McDougal Littell Calculus 2008 Calculus (AB, BC) 9-12 Houghton Mifflin Calculus of a Single Variable 2006 AP Calculus 9-12 Houghton Mifflin Calculus of a Single Variable 2006 Calculus Fundamentals 9-12 Key Curriculum Press Calculus Concepts and Applications 2008 College Prep Math 12 Pearson Integrated Arithmetic & Basic Algebra 2013 Math Topics 9-12 Holt, Rinehart & Winston Holt California Geometry 2008 Statistics 9-12 Brase/Brase Understandable Statistics 2008	Yes	0.00 %
Science	AP Biology 9-12 McGraw-Hill High School Binding Biology 2005 AP Biology 9-12 Paradigm Biotechnology 2007 AP Physics 9-12 Pearson Prentice Hall Physics 2009 AP Physics 9-12 Pearson Physics: Principles with Application 2014 Biology 9-12 Holt, Rinehart & Winston Holt Biology© 2006 2005 Biotechnology 9-12 Paradigm Biotechnology 2000 Chemistry 9-12 Prentice Hall Chemistry© 2005 2005 Earth Science 9-12 McDougal Littell Earth Science 2005 IS Science 9-12 McDougal Littell Earth Science 2005 Physical Science 9-12 Prentice Hall Conceptual Physics© 2006 ELD Science 9-12 Great Source Access Science 2005 Integrated Science 9-12 Pearson Conceptual Integrated Science 2013	Yes	0.00 %
History-Social Science	9th-12th Social Science/History Holt, Rinehart & Winston 2006 9th-12th Social Science/History McDougal Littell 2007 AP Economics 9-12 Southwestern Publishing Principles of Economics 2007 AP European History 9-12 Wadsworth Cengage Learning History of Western Society 2009 AP Government 9-12 Cengage AP Edition American Government 2015 AP Government 9-12 Houghton Mifflin American Government Advanced 2006 AP US History 9-12 Cengage Learning American Pageant 2016 AP World History 9-12 Cengage Learning Voyages in World History 2017 Business Economics 12 Holt, Rinehart & Winston Holt Economics 2006 History-ELD 9-12 Great Source Ed Group/HMH American History 2005 Government 9-12 Prentice Hall Magruder's American Government 2006 Honors World History 10 Bedford/St. Martin Press Ways of the World: A Global History 2012 US History 9-12 McDougal Littell The Americans: Reconstruction to the 21st Century© 2007 World History 9-12 Prentice Hall World History The Modern World© 2007 AP World History 10 Longman Documents in World History 2003	Yes	0.00 %

	ELD History 9-12 Great Source Education Group/HMH Access American History 2008 ELD History 9-12 Great Source Education Group/HMH Access World History 2008		
Foreign Language	AP Spanish 9-12 Vista Higher Learning Temas 2015 AP Spanish 9-12 Vista Higher Learning Spanish for Mastery 3 2015 Spanish 1 9-12 Houghton Mifflin Avancemos I 2013 Spanish 2 9-12 Houghton Mifflin Avancemos 2 2013 Spanish 3 6-12 Houghton Mifflin Avacemos 3 2013	Yes	0.00 %
Health	Health 9-12 Pasadena Unified School District Course Outline AP Psychology 9-12 Myers Myers Psychology for AP 2nd edition 2014	Yes	0.00 %
Visual and Performing Arts	Art History AP Art History 9-12 Cengage Learning Art Through the Ages 15th edition 2016 VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

Pasadena High School, originally constructed in 1960, is currently comprised of 118 classrooms, a library, four computer labs, a staff lounge, an auditorium, a dance room, two gymnasiums, a cafeteria/multi-purpose room, a career center, and a modern library.

In November 2010, Measure TT was approved by Pasadena Unified School District voters. Pasadena High School was approved for a $26-milliondollar modernization project to improve the Large Gym, Small Gym, and the Gladis Edwards Auditorium. Most recently twelve student restrooms have been remodeled and several water faucets and drinking fountains have been upgraded to include filtered water.

Cleaning Process
Pasadena High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by Pasadena High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Good	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No Repair needed.
Electrical: Electrical	Good	No Repair needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repair needed.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	No Repair needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No Repair needed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	53.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	26.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	364	96.81%	3.19%	53.30%
Male	190	185	97.37%	2.63%	52.43%
Female	186	179	96.24%	3.76%	54.19%
Black or African American	45	42	93.33%	6.67%	30.95%
American Indian or Alaska Native					
Asian	11	10	91%	9.09%	80.00%
Filipino	--	--	--	--	
Hispanic or Latino	223	219	98.21%	1.79%	49.77%
Native Hawaiian or Pacific Islander					
White	64	60	93.75%	6.25%	66.67%
Two or More Races	23	23	100.00%	0.00%	65.22%
Socioeconomically Disadvantaged	232	225	96.98%	3.02%	47.56%
English Learners	24	23	95.83%	4.17%	4.35%
Students with Disabilities	55	48	87.27%	12.73%	20.83%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	20	20	100.00%	0.00%	45.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	363	96.54%	3.46%	26.17%
Male	190	185	97.37%	2.63%	29.19%
Female	186	178	95.70%	4.30%	23.03%
Black or African American	45	43	95.56%	4.44%	9.30%
American Indian or Alaska Native					
Asian	11	10	91%	9.09%	70.00%
Filipino	--	--	--	--	
Hispanic or Latino	223	218	97.76%	2.24%	19.27%
Native Hawaiian or Pacific Islander					
White	64	59	92.19%	7.81%	45.76%
Two or More Races	23	23	100.00%	0.00%	39.13%
Socioeconomically Disadvantaged	232	225	96.98%	3.02%	23.11%
English Learners	24	23	95.83%	4.17%	4.35%
Students with Disabilities	55	48	87.27%	12.73%	6.25%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	20	20	100.00%	0.00%	15.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

• Students in PUSD are offered courses in the following CTE Industry Sectors:
Arts, Media, and Entertainment
Business and Finance
Engineering and Architecture
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Public Service
• Course sequences are offered in all of the above Industry sectors by PUSD, these courses are directly aligned with high wage, high need jobs in our community and sequences with our local community college. Courses are sequenced in the following pathways:
Public and Community Health
Production and Management
Design, Visual & Media Arts
Business Management
Engineering Design
Food Service and Hospitality
Software & Systems Development
Graphic Productions Technology
Legal Practice
Patient Care
A complete list of Pasadena USD CTE courses can be found online: https://www.pusd.us/CTEcoursesequence
• PUSD has a district-level advisory board that consists of the following participants:
Amy Foell, Pasadena Chamber of Commerce – Regional Workforce Representative
Mitch Aiken, CalTech – Post Secondary Representative
Andy Tien, Pasadena Service Federal Credit Union – Business and Finance Representative
Thom Coston, Light Bringer Project – Arts, Media, and Entertainment Representative
Lesly Ito, Armory Center for the Arts -- Arts, Media, and Entertainment Representative
Dr. Donald Grant, Pacific Oaks College - Post Secondary Representative
Mary Jane Jonstone, Huntington Hospital – Health Science and Medical Technology Representative
Joel Robinson, (retired) Exxon -- Engineering and Architecture Representative
Bob Harris, Restaurant (Green Street) owner -- Hospitality, Tourism & Recreation Representative
Raymond Ealy, Tech company owner –Information and Communication Technology Representative
Lt. Tracy Ibarra, Pasadena Police Dept. –Legal Practice Representative

Last updated: 1/10/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	965
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/9/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.65%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	53.69%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	13.50%	34.20%	27.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by being a part of a school-level and/or district-level parent groups, and participating in parenting and/or parent capacity building workshops or seminars. Parent University workshops, and seminars on parenting, help parents understand the state academic standards, state assessments, and how to help their children to improve academic achievement. Information on all district-wide parent workshops, parent meetings and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of pusd.us. The District Family Resource Center, in collaboration with the Office of Student Support Programs and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including School Plan for Student Achievement (SPSA) goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc. The
District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, and parental involvement.

State Priority: Pupil Engagement

Last updated: 1/17/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	4.50%	10.00%	9.70%
Graduation Rate	94.20%	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	1.40%	1.10%	--	7.90%	9.10%	9.60%
Graduation Rate	96.10%	97.30%	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
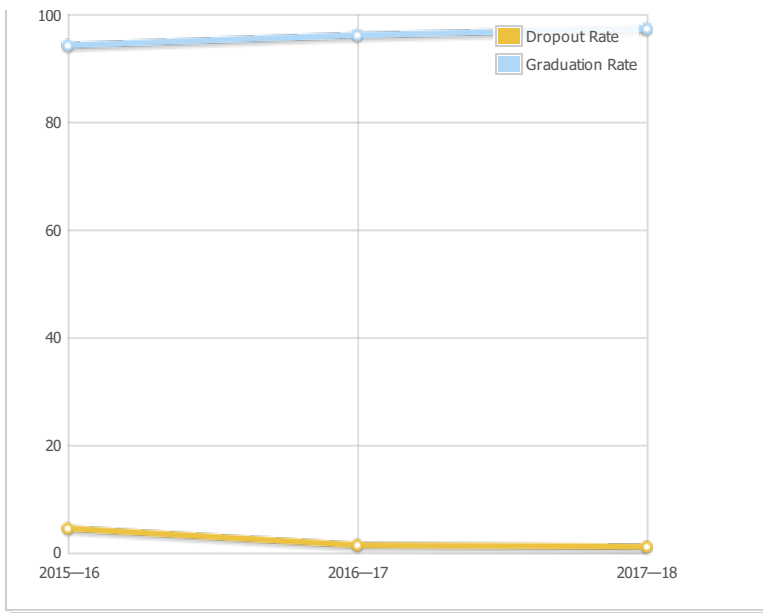
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/31/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.50%	3.90%	2.30%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Pasadena High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Approximately 40 surveillance cameras provide additional monitoring of hallways and external areas of the school. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among four school security officers, teachers, and administrators. The School Site Safety Plan is updated annually by the Leadership Team and is fully compliant with state guidelines. The plan was most recently updated and reviewed with school staff in the Spring of 2018. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. In addition, fire, earthquake, and disaster drills are conducted on a semester basis throughout the school year

Last updated: 1/17/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	20	29	20
Mathematics	27.00	15	16	16
Science	28.00	16	23	17
Social Science	29.00	10	17	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	18	25	26
Mathematics	24.00	30	27	16
Science	26.00	19	22	17
Social Science	27.00	18	15	22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	20	18	25
Mathematics	24.00	25	24	18
Science	25.00	19	22	19
Social Science	28.00	14	14	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/31/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	361.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7071.85	$1256.74	$5815.11	$69779.88
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	-3.61%	-4.12%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-22.53%	-14.93%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Pasadena High School is the largest comprehensive public high school that serves students of Pasadena, Altadena, and the Sierra Madre. PHS includes grades ninth through twelfth grade. PHS offers three College and Career Pathways: Creative Arts Media & Design (CAMAD), Law and Public Service (LPS) and the App Academy. Furthermore, PHS offers a comprehensive college preparatory program of study using A-G requirements that enable students to attend a four-year university. PHS is committed to maintaining and providing a first-class education to support and prepare all of our students to be college and career ready. PHS programs include AP and Honor courses, fine arts, clubs, organizations, and athletics.

Pasadena High School provides a rigorous academic environment, one with high expectations focused on student achievement. The faculty, staff, and administration govern a curriculum with support programs that are in place to inspire students to reach their highest level of achievement. Along with the assistance of one principal, three assistant principals, a certificated staff of 68 teachers, five counselors, one librarian, one nurse, forty-four classified staff, various support personnel, one ROP technician, PTSA, SSC, ELAC, AAIS, one school psychologist, one probation officer, and two-part time resource officers from the Pasadena Police Department all work in harmony to establish a positive learning community student-centered. PHS endeavors to foster an environment for learning that prepares students to be successful in colleges and careers and to become life-learners. The school has developed Connect Ed Linked Learning Pathways and offers a variety of outstanding extracurricular programs, including the California State Scholarship Federation, National Honor Society, Marching Band, Cheerleading, numerous Athletic programs, Spanish Club, Yearbook, Chronicle, Green Club et. al. to name a few. Within our school community, there are several special programs that focus on education. PHS is the headquarters to the Pasadena Educational Foundation STEM and Robotics program, Alternative Education Program Center for Independent Studies (CIS), Thesis credit recovery program and Sycamores Hathaway's behavioral and prevention student services program.

Essential practice for Linked learning sustainability is the implementation of Distributive Leadership. PHS believes that this model of leadership extends the overall responsibility for leadership beyond an individual and instead builds a community of leaders with a common goal. Thus the administrative team has linked and engaged the school department chairs, teachers, counselors, classified staff, students and parents into a true site-based decision-making team. Connect Ed Linked Learning implementation is the district's high school reform effort that emphasizes interdisciplinary, project-based learning that is aligned with the implementation of the Common Core State Standards (CCSS). Smaller Learning communities such as the ConnectEd Linked Learning Pathways (CAMAD & LPS) and App Academy have a continuum framework. This framework primary purpose is to support teachers in these pathways to engage all students in rigorous and relevant learning that taps their intrinsic motivation and interest and improves their overall achievement. Behaviors for learning and teaching include five steps: Collaborative, Student-Directed, Outcome Focused, Relevant, Rigorous and Integrated. Pro-social skills development, in alignment with the 21st Century skills initiative, is a pedagogical cornerstone of PHS's culture of academic excellence.

Teachers are in the process of implementing the core principals of the Behavioral Response to Intervention Initiative through redefining expectations for the universal adoption of 16 Proactive Classroom Management strategies as a foundational element of Tier One intervention. The integration of resources drawn from the S3 grant has revitalized school spirit and has been instrumental in providing a sense of community to all students. An overwhelming drop in out of school suspension is indicative of RTI implementation, which in turn increased academic instructional time.

PHS students are encouraged by all stakeholders to prepare for the University California System, California State Colleges, Private Universities, and Community Colleges by completing many combinations of honors and/or AP course work. Honors Courses: Freshmen English, Sophomore English, Junior English, and SeniorEnglish, World History, US History, Economics, US Government, Algebra II, and Geometry. Thesis afterschool remediation courses are available for students who are in need of remediation. Additionally, there is support for our English Language Learners through the afterschool tutoring program, as well as the Read 180 infused in English Language Arts classes. The district program, Twilight, is also offered to students who are in need of credit recovery.

Advanced Placement (AP) Courses: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics B, Physics C, Psychology, English Language, English Literature/Comp, European History, French Language, Music Theory, US Government/Economics, US History, Spanish Language, Statistics, and Studio Art.

Additionally, PHS offers the Puente Program, which identified Latino students who have academic potential. These students are assigned to a teacher-advisor and to a mentor from the community; they also visit college campuses and attend special lectures to motivate them into action.

The mission of the Puente Program is to increase the under-served students who enroll in four-year colleges and universities, earn a degree, and return to their community as leaders and mentors to future generations.

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
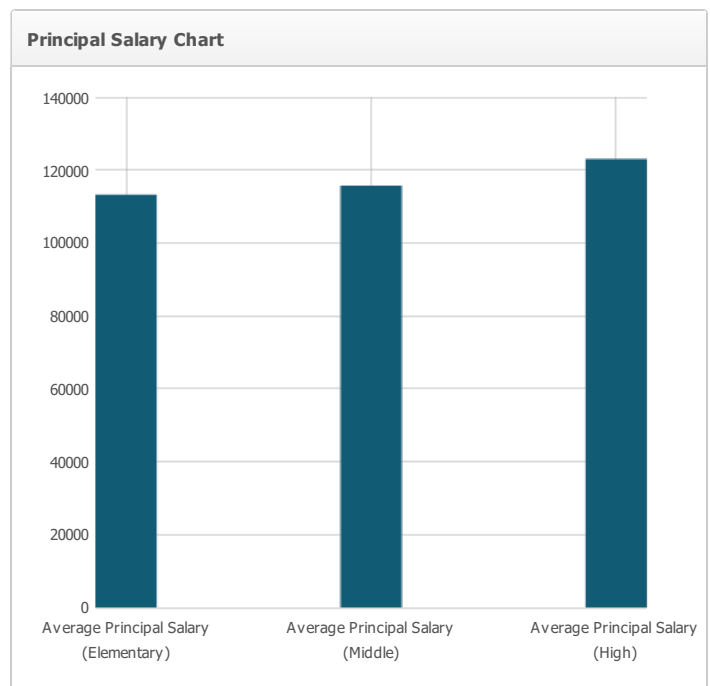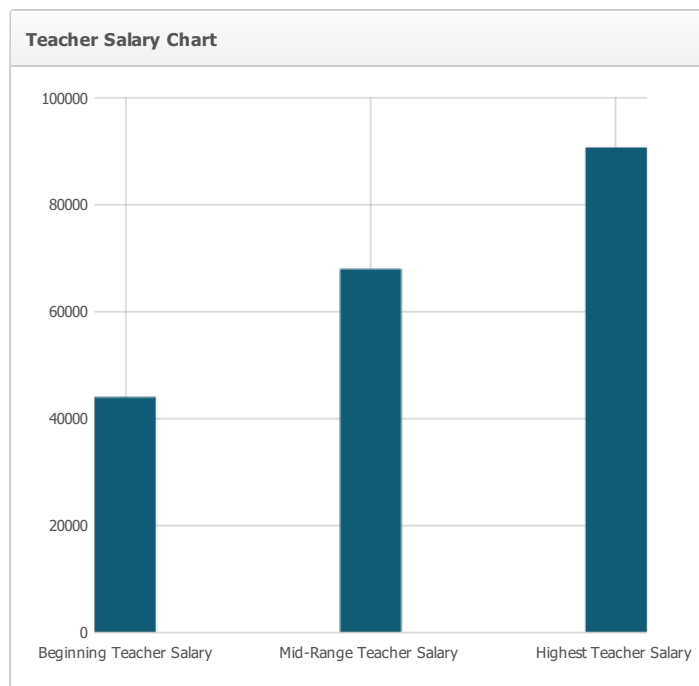
Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	4	N/A
Social Science	18	N/A
All Courses	40	33.50%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19

Last updated: 1/17/2020

PASADENA HIGH SCHOOL
SCHOOL SITE COUNCIL (SSC)
May 27, 2021

 A Meeting Of The PHS (The "Council") Of Pasadena High School (PHS) Was Held Via Webex on behalf of PHS, Located At 2925 E. Sierra Madre Blvd. Pasadena, Ca 91107, At 3:37 P.M. On April 22, 2021, For The Purpose Of Reviewing The Affairs Of And to Transact Such Other Business That May Come Before The Council. Mr. Hernandez Called The Meeting To Order And Noted The Presence Of A Quorum Of Members Of The Council in attendance: Robert Hernandez, Julie Flad, Jonathan Gardner, Leigh Gluck, John Lynch, Gabriela Rodriquez, Carolina Sandoval, Matthew Smith and Hillary Temple. Others in Attendance: Tatiana Reyes

I. Welcome
   a. Unanimous Approval of Minutes for April 22, 2021
   b. i. Motion to Approve: Leigh Gluck
      ii. 2nd: Matthew Smith

II. Mr. Hernandez presents the Comprehensive Needs Assessment Form for discussion of transitioning from Targeted to Schoolwide Title 1 Program expanding opportunities to spend Title 1 Funds.
   a. Discussion points include:
      California Dashboard Data reviewed, Graduation Rate Foster Youth improved (Dedicated Counselor) College readiness, Ap Human Geography & AP Psychology compared to the state, Not Math and Science Classes, Engaging instructors, Testing for EL's incomplete.
      AA students improving, Homeless Graduation 100%, Math underrepresentation for Targeted Students Students need opportunities to believe in themselves. Build efficacy. Build competence in elementary and middle school with developmentally appropriate content and standards.
      Need to focus on transition in math, reading and writing. Grades decline from middle to high school transition. Need to build Math proficiency & science.
      In August review AP enrollment. Mathia: review frequency use and data.

   b. Unanimous Approval to transition from Targeted to Schoolwide Title I program for the 2021-22 School Year.
   i. Motion to Approve: Julie Flad
   ii. 2nd: Leigh Gluck

   Next Meeting: TBD- August 2021
   There Being No Further Business The Meeting Was Adjourned At 4:59 P.M.
   Submitted by: Julie Flad, Secretary

Comprehensive Needs Assessment Form

School Name: Pasadena High School

School Year: 2020-2021

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

Who was involved in the comprehensive needs assessment?
Be sure to include stakeholder groups by name.

- School Site Council (SSC)
- Faculty & Staff
- English Language Advisory Committee (ELAC)
- PTSA

How were stakeholders involved in the comprehensive needs assessment?
Be sure to include how teachers, parents/families, and school support staff were involved.

- Faculty and staff were involved in examining student performance data and examining the California School Dashboard using protocols to facilitate discussion and interpretation of data.
- School Site Council (SSC) examined California School Dashboard College and Career Indicators of the Class of 2019 to determine how students were meeting "prepared" benchmarks. The SSC also discussed inferences and recommendations for practice.

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DATA SOURCES

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

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

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

- Quantitative
  - School Discipline Data
  - California School Dashboard
  - College Readiness Exams (PSAT, ACT, SAT, Advanced Placement)
- Qualitative
  - Student Surveys
  - Parent Surveys
  - Senior Exit Interviews
  - California Healthy Kids Survey
  - AA in AP (Mack Hines- 2014)

Findings

What were the findings of the data?

(just the facts; not opinions)

- College & Career Indicators
  - A-G coursework looks like a promising way for students to meet, although there is still work to be done here. English Learners are still significantly behind.
  - I'm surprised that less than 45 percent of our students met the prepared level. I'm not surprised to see that the A-G completion is the highest form of meeting that, since in order to graduate a student needs to meet many of those marks. I would like to see the 44% raise and am interested in figuring out how our school can increase that number.
  - Filipino & hispanic population evenly spread out between the CTE pathway, smarter balanced & advanced placement. Those were their primaries as well.
  - Homeless students high A-G completion
  - A-G completion looks good, but how do we get ALL students to meet the criterion in multiple ways? 50 passing the SBAC in Socio Econ versus 110 completing A-G does not sit well with me.. I agree with @Angel- how can we further help students of color and EL learners and what supports are we offering.
  - EL Learners and students with disabilities are not meeting college readiness standards when compared to peers
- Suspension Rate
  - There are some sub-groups who are being suspended in disproportionate numbers - Special Ed, Foster Youth and African Americans.
  - One success is that numbers are steadily declining.
- English Learner Progress
  - Students are progressing at a higher level than the state, by 5%.
  - A concern is that 15 % of the students went down a level.
- ELA CAASPP

- ○ We improved our data across all student groups except for the African-American students.
  - ○ We also showed minimum amounts of growth for the English Language Learner population. Some stagnation in growth numbers--there's little fluctuation between years, indicating that our performance, more or less, meets standard.
- Graduation Rate
  - ○ Homeless students graduated at 100% rate possibly due to a dedicated counselor to work with foster youth.
  - ○ Students with disabilities and African American students graduated at 87.3% and 92.7% respectively in four years. 10.9% of students with disabilities did not graduate
- Math CAASPP
  - ○ There was a substantial decrease in scores among African American students.
  - ○ Students with Disabilities increased for multiple years.
- College Readiness Exams
  - ○ Scores in foreign languages are high.
  - ○ Increased pass rate for Computer Science
  - ○ Scores in Psychology and Human Geography remain high in comparison to state and national averages
  - ○ Scores have stagnated a bit

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

- CAASPP Math
  - ○ It looks like our highest scores in recent history for math was in 2016. From 2018-2019, the overall school wide our scores have declined 10 points (and the year before there was a previous decline of 7 points the year before). Most groups declined except for students with disabilities and white students, but both groups are still below standard. African American students had a huge decline with 42 points with 159.4 points below standard.
- CAASPP ELA
- Graduation Rate
  - ○ From 2017 the middle of green 94.2% and 2019 97.6% is in the blue. Increased graduation rate over time by 3.4%.

- Suspension
  - Our suspension data is currently in the green. We have been declining over the last several years.
- EL Progress
  - About 53% of EL students increased one or more levels on the ELPAC. About 30% maintained their current ELPAC level.
- College and Career
  - There has been overall a slight increase in the percentage of students who are not college/career prepared and those that are approaching prepared, and a decrease in the percentage that are prepared. We saw gains in the homeless population, and decreases in the African American population in particular. We have great concerns for the African American population.
  - Looks like Hispanic and Black students and Socio-economic disadvantaged students are not as college and career ready. As we have moved from 2017-2019. We see modest improvement in the group of kids... not seeing too much improvement.
- AP Courses
  - Over the last five years, we noticed that the number of students taking exams has gone up, while the pass rate has also held steady or improved. 2020 scores were more of an anomaly, due to the very different format of the exam that year. This was the case as it results in a number of students taking the exam, passing scores, etc. In some cases, there were improvements. In other cases, there were not. However, looking at five years of data, helped us better examine the school trends of increased participation and passing scores.

Strengths and Concerns

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

- Suspension Rate: One success is that numbers are steadily declining.
- EL Progress: Students are progressing at a higher level than the state, by 5%.
- CAASPP ELA: We improved our data across all student groups except for the African-American population.
- College/Career: Some students are progressing. Reasonable gains w EL
- Graduation Rate: Homeless students graduated at 100% rate possibly due to a dedicated counselor to work with foster youth.
- CAASPP Math: Students with Disabilities increased for multiple years.
- College Prep Exams:
    - AP Course Data
        - Scores in foreign language are high.
        - The change to Computer Science Principles has produced a much higher pass rate for Computer Science.
        - Scores in Psychology and Human Geography remain high. More students taking the courses means that more students are exposed to higher rigor, writing, and thinking skills

What concerns or challenges were identified?

- There are some sub-groups who are being suspended in disproportionate numbers - Special Ed, Foster Youth and African Americans.
- A concern is that 15 % of the students went down a level on ELPAC
- We also showed minimum amounts of growth for the English Language Learner population.Some stagnation in growth numbers--there's little fluctuation between years, indicating that our performance, more or less, meets standard.
- College/Career: We have great concerns for the African American population in particular.
- Graduation Rate: Students with disabilities and African American students graduated at 87.3% and 92.7% respectively in four years. 10.9% of students with disabilities did not graduate.
- There was a substantial decrease in scores among African American students.

- College Prep Exams:
  - AP Course Data:
    - There are some classes that have much higher class sizes. There were some questions about whether or not that has an impact. However, we agreed that those who want to take AP courses (or those that should) should be allowed to. The open door policy exposes students to rigor.
    - Enrollment in mathematics and science courses is limited and is not as reflective of student demographics as other courses. Potential causes are lack of aptitude and prerequisite knowledge to successfully navigate courses

Prioritized Needs

Based on the data, which needs are most critical?

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

- Academically:writing/reading skills, foundational academic skills in 9th/10th grade
- Critical thinking skills and proficiency at grade level in mathematics
- Executive functioning skills, motivational, and cognitive skills- opportunities to demonstrate these skills
- College and career readiness and suspension rates for African American students
- Graduation rates for SWD and African American students
- Transition from middle school to high school (California Dashboard)
- Grade declines for minority students (Hispanic, African American students) based upon grade reports and data

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

- Addressing academic assessment grades that will make students a-g eligible, thus impacting graduation rates, especially for SWD and African American students
- Critical thinking and proficiency for mathematics and science courses
- Accelerated instruction for English and Mathematics for students entering high school one or more grade level behind
- Successful transition from middle school to high school for freshmen students
- Increased social emotional, wellbeing services for identified student