School Year: **2019-20**

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	April 21, 2020	August 27, 2020

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)

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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 (Young & Healthy, College Access Plan) 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.

Based upon our needs for the 2019-2020 school year, we anticipate a shortfall of $68, 537.00.

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

The purpose of education at Pasadena High School is for students to be elevated to their maximum ability as individuals. Our students will learn to think intellectually, to learn to be thoughtful and appreciative, learn to respect, acquire knowledge and understanding, learn to participate as citizens in a democratic society, learn to understand and accommodate social similarities and differences, and learn any basic and special skills to succeed in life.

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 86 certificated team members (1 principal, 3 assistant principals, 0.5 instructional coach, 5 counselors, 1 school psychologist, 1 librarian, 1 SPED coordinator, 1 school nurse and 72 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.

Vision

"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."

Mission Statement

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.22%	0.23%	3	4	4
African American	11.8%	12.29%	11.18%	210	222	194
Asian	3.6%	3.15%	3.17%	63	57	55
Filipino	2.3%	2.43%	2.25%	40	44	39
Hispanic/Latino	60.3%	60.99%	61.79%	1,072	1102	1,072
Pacific Islander	0.3%	0.39%	0.46%	5	7	8
White	17.1%	16.77%	17.64%	303	303	306
Multiple/No Response	0.6%	0.72%	0.29%	10	13	5
			Total Enrollment	1,777	1807	1,735

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	419	459	446
Grade 10	441	452	473
Grade 11	487	430	402
Grade 12	430	466	414
Total Enrollment	1,777	1,807	1,735

Conclusions based on this data:

1. While student enrollment has fluctuated, student population composition has remained relatively consistent.

2. Class of 2018 cohort enrollment declined by 52 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	104	101	72	5.9%	5.6%	4.1%
Fluent English Proficient (FEP)	736	744	733	41.4%	41.2%	42.2%
Reclassified Fluent English Proficient (RFEP)	10	25	29	9.3%	24.0%	28.7%

Conclusions based on this data:

1. Reclassification rate increased significantly between 2016-2017 and 2017-2018.

2. English Learner composition has remained consistent.

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 dropped significantly from 2017 to 2018 administration.

2. Research/Inquiry is an area of significant need as is listening.

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 15-16 to 17-18.

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

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

<table>
<tr><th colspan="11">Written Language
Percentage of Students at Each Performance Level for All Students</th></tr>
</table>

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

<table>
<tr><th colspan="9">Listening Domain
Percentage of Students by Domain Performance Level for All Students</th></tr>
</table>

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

<table>
<tr><th colspan="9">Speaking Domain
Percentage of Students by Domain Performance Level for All Students</th></tr>
</table>

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

<table>
<tr><th colspan="9">Reading Domain
Percentage of Students by Domain Performance Level for All Students</th></tr>
</table>

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

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,807	**63.3%**	**5.6%**	**1.8%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	101	5.6%
Foster Youth	32	1.8%
Homeless	67	3.7%
Socioeconomically Disadvantaged	1,143	63.3%
Students with Disabilities	233	12.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	222	12.3%
American Indian	4	0.2%
Asian	57	3.2%
Filipino	44	2.4%
Hispanic	1,102	61.0%
Two or More Races	55	3.0%
Pacific Islander	7	0.4%
White	303	16.8%

Conclusions based on this data:

1. Student demographics have remained consistent.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

English Language Arts	**Graduation Rate**	**Suspension Rate**
Orange	Blue	Orange

Mathematics
Orange

English Learner Progress
No Performance Color

College/Career
Yellow

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.
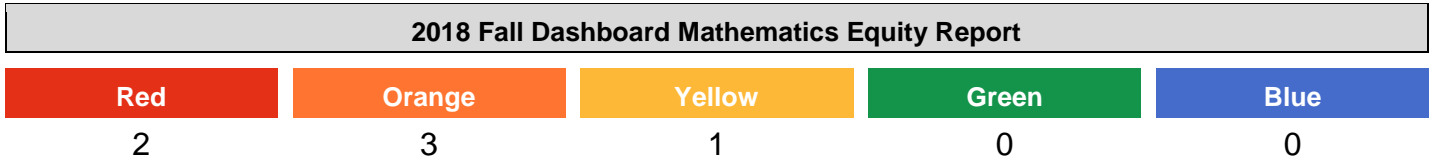
School and Student Performance Data

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.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	2	1	0	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 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
18.7 points below standard	123.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -48.3 points	Declined -62.1 points	
361 students	40 students	4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
11.1 points below standard	22.9 points below standard	148.9 points below standard
Declined -9.3 points	Declined -39 points	Declined -32 points
17 students	260 students	39 students

2018 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
53.3 points below standard	0 Students	33.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -47.5 points		Declined -75.2 points	9 students
31 students		13 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
28.6 points below standard	20.3 points above standard	0 Students	2.5 points above standard
Declined -40 points	Declined -97.8 points		Declined -85.3 points
231 students	12 students		64 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
153.9 points below standard	105.7 points below standard	12.9 points below standard
Declined -33.1 points	Declined -71.1 points	Declined -58 points
15 students	25 students	165 students

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
72.5 points below standard	170.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.4 points	Declined -18.5 points	
366 students	40 students	4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
48.9 points below standard	87.8 points below standard	198.8 points below standard
Increased	Declined -9.7 points	Increased
57.9 points		17.2 points
16 students	262 students	39 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
117.4 points below standard	0 Students	52.2 points above standard	4 points below standard
Declined -10.7 points		Declined -20.3 points	Increased
			47.5 points
31 students		12 students	11 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
88.1 points below standard	23.7 points below standard	0 Students	44.9 points below standard
Maintained 0.5 points	Declined -38.9 points		Declined -47.7 points
232 students	13 students		66 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
208.7 points below standard	147.3 points below standard	65.1 points below standard
Declined -21.8 points	Declined -11.6 points	Declined -17.4 points
15 students	25 students	170 students

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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
82	22%	35.4%	25.6%	17.1%

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.
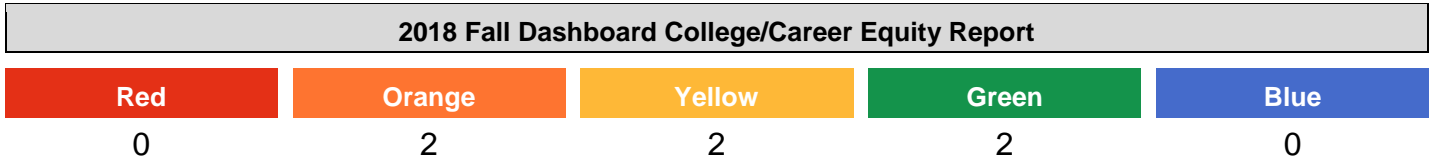
School and Student Performance Data

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.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	2	0

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
49.7% prepared	3% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained 1.1%	Declined -10.8%	
		9 students
451 students	33 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
29% prepared	44.4% prepared	8.7% prepared
Declined -2.4%	Maintained 0.6%	Increased 2.8%
31 students	333 students	46 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
36.2% prepared	Less than 11 Students - Data Not Displayed for Privacy	68.4% prepared	80% prepared
Increased 2.9%	1 students	Increased 3.2%	15 students
69 students		19 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
43% prepared	72.7% prepared	Less than 11 Students - Data Not Displayed for Privacy	67.9% prepared
Maintained -1.8%	Increased 22.7%	1 students	Increased 3.8%
251 students	11 students		81 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
39.8% **Prepared**	48.6 **Prepared**	49.7 **Prepared**
21.1% **Approaching Prepared**	22.7 **Approaching Prepared**	22.2 **Approaching Prepared**
39.1% **Not Prepared**	28.7 **Not Prepared**	28.2 **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.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2018 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
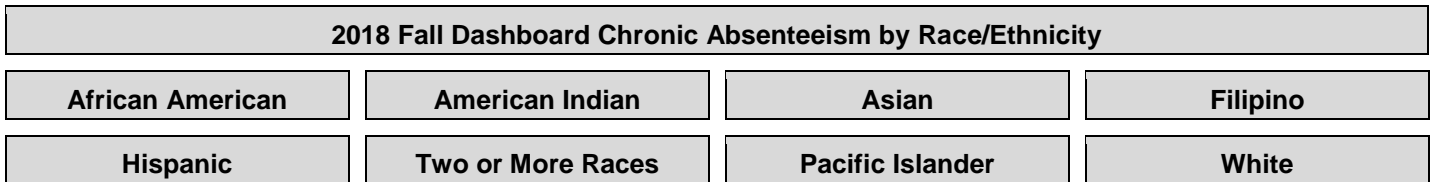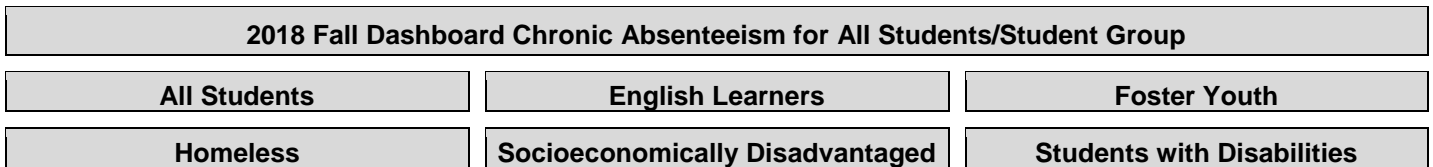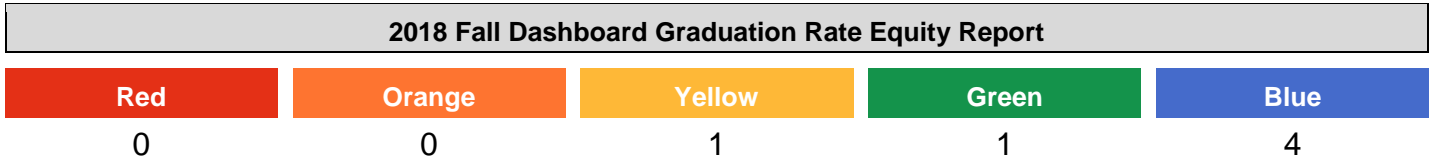
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
97.3% graduated	93.9% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3%	Increased +11.2%	9 students
451 students	33 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Blue	Green
90.3% graduated	97.6% graduated	89.1% graduated
Declined -1.1%	Increased +1.8%	Increased +12.7%
31 students	333 students	46 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
98.6% graduated	Less than 11 Students - Data Not Displayed for Privacy	94.7% graduated	93.3% graduated
Increased +6.4%	1 students	Maintained -0.9%	15 students
69 students		19 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
97.6% graduated	90.9% graduated	Less than 11 Students - Data Not Displayed for Privacy	97.5% graduated
Increased +1.6%	Declined -4.1%	1 students	Declined -1.2%
251 students	11 students		81 students

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.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
96.1% graduated	97.3% graduated

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	3	2
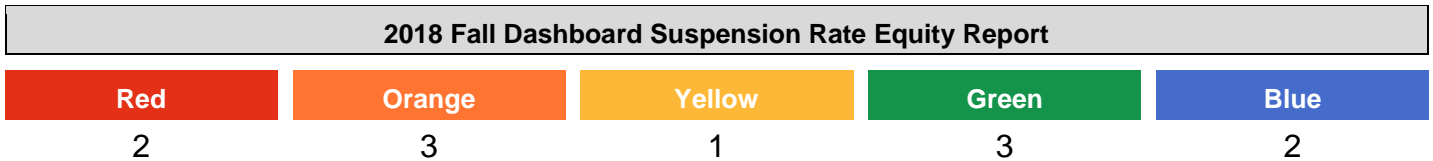
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Red
3.9% suspended at least once	7.3% suspended at least once	24.5% suspended at least once
Increased 0.4%	Declined -3%	Increased 12.5%
1902 students	110 students	53 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Red
2.9% suspended at least once	4.4% suspended at least once	12.5% suspended at least once
Declined -5.3%	Declined -0.4%	Increased 1.9%
70 students	1256 students	265 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Blue	Blue
10% suspended at least once	Less than 11 Students - Data 4 students	0% suspended at least once	0% suspended at least once
Increased 2.7%		Maintained 0%	Maintained 0%
241 students		61 students	45 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Orange	No Performance Color	Orange
3.4% suspended at least once	6.7% suspended at least once	Less than 11 Students - Data 7 students	1.9% suspended at least once
Declined -0.3%	Increased 4.4%		Increased 0.4%
1151 students	75 students		318 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.5% suspended at least once	3.5% suspended at least once	3.9% suspended at least once

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

1. By June of 2020, 38.05% of all students will score at the "meets/exceeds" levels on the SBAC Math exam, an increase of 8% from 30.05% to 38.05% in 2019-2020. (growth of 2% each year).

2. By June of 2020, increase of mean scale score on SBAC from 2554 in 2017-18 to 2600 in 2019-2020.

3. By June of 2020, student groups in red (African American, English Learners) will see a decrease of 8% or greater in distance from meeting standard.

Identified Need

1. Based upon data from 2017-2018 SBAC exam, 51.33% of students performed at "below standard" in concepts and procedures (applying mathematical concepts and procedures).
2. According to PSAT exam (October 2018) of sophomores, only 8% are on track for college readiness in Mathematics.
3. Based upon data from 2017-2018 SBAC exam, 46.81% of students performed "below standard" in in problem solving and modeling/analyzing data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Mathematics)	26.06% of students met or exceeded standard on 2017-2018 SBAC exam.	By June of 2020, 35% or greater of students will meet or exceed standards on SBAC math exam.
SBAC (Mathematics)	African American students performed 117.4 points below standard on 2017-2018 SBAC exam.	By June of 2020, African American students will minimize gap between actual performance and standard by 10% or greater on Math SBAC exam.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PSAT (Mathematics)	7% of students (Class of 2021) students on track for college readiness in Mathematics.	By January 2020, 20% or greater of students (Class of 2021) will meet College Board benchmark for college readiness in Mathematics.

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 Student Groups (English Learners, SWDs, Hispanic, African American)

Strategy/Activity

Identify students strengths/ weaknesses (standards) through data analysis of SBAC results and PSAT.

Develop common assessments and calendar for 2019-2020 school year to monitor student progress and growth. (Summer Planning and Pull-out days)

Utilize Mathia and Khan Academy (PSAT) to support direct instruction.

SPED case carriers monitor progress of SWDs and teahers receive IEP Passports.

Use of Newsela to supplement reading and literacy across all content areas.

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

Amount(s)	Source(s)
10,000	LCFF-LCAP
	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)

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 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: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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. (Mathematics)

Goal 2

1. By June of 2020, 75% of all students will score at the "meets/exceeds" levels on the SBAC English exam, with an increase of 11.93% from 63.07% in 2016-2017, to 75% in 2019-2020. (growth of 3% each year).

Identified Need

- All students declined significantly from 2017 to 2018 (orange)
- English Learners, African American, Students with Disabilities declined significantly with very low performance (red)
- 26 students did not test due to scheduling conflicts, compared to five in the 2017 testing administration
- PHS students performed 18.7 points below the standard, and declined 48.3 points
- 30.65% of students scored below standard in reading
- majority of students scored near standard in writing (46.77%), listening (65.86%), and research/inquiry (53.23%)
- teachers have cited concerns with respect to reading comprehension and reading stamina

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Exam (April 2020)	43.43% of students met or exceeded standard on 2017-2018 SBAC exam.	65% or greater of students will meet or exceed standard on 2020 SBAC English Language Arts exam.
Houghton Mifflin Reading Inventory (HMRI) 9th Graders	Ninth graders will take assessment in August, January, and May of the 2019-2021 school year.	We will have 75% of freshmen reading at or above grade level as indicated by the HMRI results in May 2020.
CAASPP SBAC English Exam (April 2020)	94% of students participated in completing SBAC English Language Arts exam, a decline of 4% from previous two years.	We will have 100% of students complete SBAC English Language Arts Exam by June 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)

All Students

Strategy/Activity

1. Develop campus-wide share practices in reading comprehension, reading stamina, and opportunities for independent, guided, and shared reading across curriculum prior to start of 2019-2020 school year.
2. Purchase and utilize Newsela as a tool to increase literacy in core content courses.
3. Use and implementation of classroom libraries and literacy groups to increase independent reading and literacy groups to increase comprehension, vocabulary, and analyzing author's purpose, use of language, and drawing connections.

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)
12,000	LCFF-LCAP

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

1. Implement PUSD Benchmark Assessments (Reading/Multiple Choice and Performance Tasks) quarterly.
2. Assess and upload performance tasks using common rubrics. (pullout days).
3. Utilize data analysis protocol to determine implications for classroom practice.

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)
	None Specified

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

Develop four-year research plan for PHS students from grade 9-12, citing specific research assignments in content areas.

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

Amount(s)	Source(s)
3,000	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)

Develop common assessment calendar and common assessments by grade levels.

Strategy/Activity

1. Aligning standards to units of study.
2. Designing CCSS question stems aligned to DOK levels to provide accessibility to all student levels.
4. Conduct Instructional Rounds to examine instructional practice and determine next steps in professional learning.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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

We will increase percentage of students in red or orange group (according to California Dashboard) meeting or exceeding standard on CAASPP exam in English Language Arts/Literacy and Mathematics by the April 2020 administration.
ELA SBAC
African American students will increase from 21.88% meeting or exceeding standard in 2018 to 35% by June 2020.
English Learners will increase meeting or exceeding standards from 0% to 10% by June 2020.
Students with Disabilities (SWD) will increase from 2.4% in 2018 to 10% by June 2020.

Mathematics
African American students meeting or exceeding standards will increase from 9.38% in 2018 to 20% by June 2020.
English Learners meeting or exceeding standards will increase from 40.71% to 50.0% (RFEP) and 0.00% to 10.0% (EL) by June 2020.

Identified Need

English/Language Arts: English Learners Met or Exceeded Standards

1. (English Learners) IFEP (45)/RFEP (146)/EL (18)
Reading: 34.88/13.57/0
Writing: 41.86/17.86/0
Listening:23.26/11.43/5.56
Research:44.19/19.29/0

2. (African American Students)
Reading-18.75
Writing-15.23
Listening-12.5
Research/Inquiry- 9.38

3. (Latino)
R-15.97
W-17.65
Listening-12.61
Research- 17.65

4. (SWD)
Reading: 2.5

Writing: 5,
Listening: 2.5,
Research:2.5

Mathematics
1. (ELs) 170 points below standard (SBAC 2018)
2, (AA) 117.4 points below standard (SBAC 2018)
3. (SWD) 198.8 points below standard (SBAC 2018)

Concept/Procedure-5; Problem Solve, Model, Data Analysis- 5; Communicating Reasoning-5 areas of most concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
April 2020 English Language Arts/Literacy CAASPP Exam	African American students will increase from 21.88% meeting or exceeding standard in 2018.	35% of African American students will meet or exceed standard on English Language Arts SBAC exam.
April 2020 English Language Arts/Literacy CAASPP Exam	English Learners will increase meeting or exceeding standards from 0% to 10% by June 2020.	on English Language Arts SBAC exam.
April 2020 English Language Arts/Literacy CAASPP Exam	Students with Disabilities (SWD) will increase from 2.4% in 2018 .	Increase percentage of SWDs meeting or exceeding standard to 10% by June 2020 on English Language Arts SBAC exam.
April 2020 Mathematics CAASPP Exam	9.38% of African American students met or exceeded standard in 2018.	By June 2020, 20% of African American students will meet or exceed standard on Mathematics SBAC exam.
April 2020 Mathematics CAASPP Exam	40.71% of RFEP and 0.00% of EL English Learners met or exceeded standard in 2018.	English Learners meeting or exceeding standards will increase from 40.71% to 50.0% (RFEP) and 0.00% to 10.0% (EL) by June 2020. on Mathematics SBAC exam.

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

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

Strategy/Activity

Implementation of research-based instructional strategies; workshop model in classroom instruction.

Understanding and integrating CDE ELD Standards in planning.

Instructional aide (0.75) and bilingual clerk to assist with monitoring student progress and provide classroom support.

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

Amount(s)	Source(s)
5,000	LCFF-LCAP
90,000	Title I

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

Monitor student progress through common assessments and data analysis.

Strategy/Activity

1. Student data (grades) collected each progress report

2. Data talks held after each grading period with case carriers, sped department leadership team to complete an action plan template that will guide additional student supports

3. If action plan deems necessary, an IEP amendment will be held to discuss possible interventions, accommodations and modifications to be put in place to support student progress

4. Teacher observations, conferences and professional development conducted for teachers with high numbers of struggling 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)

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

Strategy/Activity

1. Identify individual students strengths/ weaknesses and develop tutorial groups based upon student needs.

2. Tutorial Center for students in Math, English, and Science.

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

Amount(s)	Source(s)
5,000	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)

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)
	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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

We will minimize the overall suspension rate by 2% for the 2019-2020 school year.

We will decrease the percentage of Foster Youth suspended from 24.5% to 12% by June 2020.

We will decrease the percentage of Students with Disabilities (SWD) from 12.5% to 5% by June 2020.

Identified Need

- Foster Youth and SWD suspension rate overrepresented.
- Minimize overall suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	24.5% Foster Youth suspension rate in 2018.	Decrease of 12.5% in suspension rate of Foster Youth by June 2020.
Suspension Rate	Percentage of Students with Disabilities (SWD) at 12.5% in 2018.	5% suspension rate for Students with Disabilities by June 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)

All Students

Strategy/Activity

1. Complete and review Students of Concern with all teachers during A Monday professional development time. We will also allocate time for after school meetings for teachers through BARR i3 grant.
2. Provide 0.5 FTE security guard to assist with campus security.
3. Provide 0.2 FTE for IMPACT counselor to provide counseling services to students with substance abuse.

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)
12,000.00	LCFF - Supplemental and Concentration (S/C)
30,000.00	LCFF - Supplemental and Concentration (S/C)
20,000.00	

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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 2019-2020 school year from 96.31% to 96.8% or higher by June 2020.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Truancy Rate (Attendance)	84% of students identified as truant in 2015-2016 school year.	Decrease truancy rate by 10% by June 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)

Students identified as truant and/or chronically absent.

Strategy/Activity

1. Develop a discipline/student support flowchart to ensure consistent campus-wide procedures.

2. Provide professional learning with proper documentation on office referrals and implementation of Sixteen Proactive Classroom Management Strategies.

3. Follow the assertive discipline roles and responsibilities.

4. Consistently review quarterly attendance and discipline data (suspensions, referrals, expulsions, etc).

5. Conduct Saturday School on quarterly basis for students to recover absences. (Teacher Pay Below)

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

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

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

Strategy/Activity

Create a template that will assist teachers, custodians, and administrators on holding each other accountable to their designated areas.

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

Amount(s)   Source(s)

Strategy/Activity 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
	LCFF - Supplemental
	LCFF - Supplemental

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

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)
	LCFF - Supplemental

Strategy/Activity 6
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

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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 parents participating and attending school- sponsored events (i.e. New Student Orientation, Back to School Night, AP Parent Night, Open House).

Increase participation and membership in parent support groups (PTSA, ELAC, IMC) for 2019-2020 school year.

Provide workshops for families. Topics will included: college and career readiness, trauma-informed care, school safety, and other topics determined by priorities of our community.

Identified Need

Increased number of incidents identified by Gaggle (software).
Exposure and increased completion of A-G courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance of PTSA and ELAC meetings.	2018-2019 attendance data	Increase attendance rate by 10% for 2019-2020.

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)

All Students

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)
1,000	Title I Part A: Parent Involvement

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

Continue Coffee with the Principal program and Meet the Administrators.

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)
	Other

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

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
	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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 FAFSA Completion by 10% so that by March 2020, 70% or more of seniors successfully complete FAFSA.

Identified Need

Only 59.23% of seniors completed FAFSA from in 2017-2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FAFSA Completion Rate	59.23% completed FAFSA in 2017-2018.	70% or more of seniors complete FAFSA by March 2020.
A-G Completion Rate	53% in 2017-2018	
AP Exams		
PSAT Participation		

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 take the PSAT in October

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

Amount(s)   Source(s)

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

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
	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 8

1. By August 2020, 100% of PHS teachers will utilize and update, with frequency, student performance in AERIES grade book.
2. By September 2019, 100% of families will be registered to utilize Aeries Parent Portal.
3. By June 2020, PHS will offer parent workshops in the following areas: College and Career Readiness, Trauma-Informed, -Responsive Care,

Identified Need

1. ---% of PHS teachers currently utilize AERIES grade book to input, communicate grades to students and families.
2. Currently, 97% of PHS Families are registered to use the AERIES Parent Portal.
3. Families have expressed a desire to have more information around college readiness (application process, preparation and general knowledge, scholarships, selecting schools), trauma-informed care strategies, and substance abuse awareness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of teachers utilizing AERIES gradebook.		
The percentage of families utilizing the Gradebook/Parent Portal system.		
Schedule of PTSA, ELAC, and school events with topics and attendance sheets.		

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)

Families of Languages other than English

Strategy/Activity

1. Translation services for families at PTSA, ELAC, and school activities.

2. Enlist services of Young and Healthy, College Access Plan, Pasadena Educational Foundation, and other community organizations to provide workshops for parents and families.
3. Communicate with families through weekly calls and emails in Blackboard communication system, Peachjar, social media accounts, and PHS webpage.
4. Provide refreshments at various parent/community events.

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

Amount(s)	Source(s)
5,000	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$137,619.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$218,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$124,320.00
Title I Part A: Parent Involvement	$5,771.00

Subtotal of additional federal funds included for this school: $0

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

State or Local Programs	Allocation ($)
Annual Fund	$20,000.00
LCFF - Supplemental and Concentration (S/C)	$75,000.00
LCFF-LCAP	$27,000.00

Subtotal of state or local funds included for this school: $122,000.00

Total of federal, state, and/or local funds for this school: $252,091.00

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 2019-20, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,9888,587:

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

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

c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;

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

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tire 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 2019-20 is as below:

School: <u>Pasadena High School</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	#of FRL Student at School	Per Student shared Cost to School	Total Shared Cost to School
30100	Intervention Activities	$1,988,587	8837	986	$225.03	$221,879.58

`

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
Gretchen Vance	Parent or Community Member
Lydia Finkley	Parent or Community Member
Rocelyn Taylor	Parent or Community Member
Matthew Smith	Classroom Teacher
Bryan Monroy	Classroom Teacher
Dr. Ben Taylor	Classroom Teacher
Amanda Hillig	Classroom Teacher
Laurie Radcliff	Other School Staff
Garyn Anderton	Secondary Student
Erin Coad	Secondary Student
Ethan Nishikawa	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.
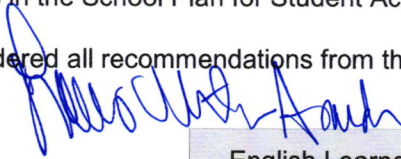
Recommendations and Assurances

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 _[signature]_ . **Committee or Advisory Group Name**
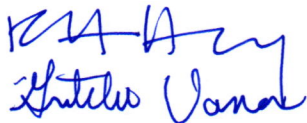
English Learner Advisory Committee

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 21, 2020

Attested:

[signature]

Principal, Roberto Hernandez on April 21, 2020

SSC Chairperson, Gretchen Vance on April 21, 2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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/

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