School Year: **2024-25**

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 22, 2024	June 27, 2024

Purpose and Description

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

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

Resource Inequities

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

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

School Vision and Mission

Pasadena Unified School District Mission Statement

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

Pasadena High School's Mission Statement

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

Vision Statement

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

School Profile

Pasadena High School was established in 1886. The school has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District and serves students from the communities of Pasadena, Altadena, and Sierra Madre. Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the opportunity to learn more about careers through visits to the City of Pasadena Courthouse, sit in on law classes at Loyola Marymount University, visit the Los Angeles County Museum of Art, and learn about various roles at a technology company, Spokeo. In addition to our College and Career Pathways, students are also part of our Mandarin Dual Language Immersion Program (DLIP) and our Math Academy, an

accelerated math program that begins in fifth grade and prepares students for college-level mathematics courses in high school. Pasadena High School boasts a staff of 91 certificated team members (1 principal, 3 assistant principals, 1 instructional coach,5 counselors,3 school psychologists, 1 librarian, 1 SPED coordinator, 1 school nurse and 76 teachers). More than half of the faculty holds Master's Degrees. Teachers participate in monthly professional development led by administration. Pasadena High School is a Community School, and through that grant we have hired a truancy intervention and prevention specialist and a senior community advocate. Also through this grant, PHS is in the process of hiring a full time Substance Abuse Prevention and Intervention Specialist. In addition, we have expanded tutoring offerings across campus and have started an eSports program through the Community Schools grant. Professional development topics are in collaboration with the Instructional Lead Team.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. PHS continues to experience a decline in enrollment with 68 fewer students enrolled in the 22-23 school year.
2. African American student enrollment showed slight gains in 22-23.
3. Hispanic and White student enrollment showed a slight decrease in 22-23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

1. Enrollment for EL students increased during the 22-23 school year by 1.6%.
2. Nearly half of PHS' student population were reclassified English proficient (RFEP) in 22-23.
3. According to 22-23 CAASPP data, reclassified English proficient students continue to need support in ELA and math.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	435	454	324	305	407	275	304	407	275	70.1	89.6	84.9
All Grades	435	454	324	305	407	275	304	407	275	70.1	89.6	84.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2623.	2614.	2610.	29.28	32.92	32.36	38.16	28.50	33.09	19.41	18.67	15.64	13.16	19.90	18.91
All Grades	N/A	N/A	N/A	29.28	32.92	32.36	38.16	28.50	33.09	19.41	18.67	15.64	13.16	19.90	18.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	37.17	30.96	32.36	51.97	51.84	50.91	10.86	17.20	16.73
All Grades	37.17	30.96	32.36	51.97	51.84	50.91	10.86	17.20	16.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.43	34.89	33.82	53.18	47.67	45.45	17.39	17.44	20.73
All Grades	29.43	34.89	33.82	53.18	47.67	45.45	17.39	17.44	20.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.45	20.15	19.27	77.30	69.29	70.55	6.25	10.57	10.18
All Grades	16.45	20.15	19.27	77.30	69.29	70.55	6.25	10.57	10.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	31.58	28.01	29.09	62.17	59.95	58.55	6.25	12.04	12.36
All Grades	31.58	28.01	29.09	62.17	59.95	58.55	6.25	12.04	12.36

Conclusions based on this data:

1. PHS did not meet 95% participation in CAASPP during 2021, 2022, and 2023.
2. Of the 32 African American students taking the CAASPP in 2023, scores declined and were points below the standard.
3. ELA scores for students performing below grade level standard increased by .32%, while the rate of students performing above average increased by 1.08% in 2023.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	435	453	324	286	396	279	282	396	279	65.7	87.4	86.1
All Grades	435	453	324	286	396	279	282	396	279	65.7	87.4	86.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2601.	2558.	2562.	16.31	14.39	15.41	24.11	14.39	15.77	28.01	21.46	25.09	31.56	49.75	43.73
All Grades	N/A	N/A	N/A	16.31	14.39	15.41	24.11	14.39	15.77	28.01	21.46	25.09	31.56	49.75	43.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.95	17.17	21.15	45.39	35.10	32.97	27.66	47.73	45.88
All Grades	26.95	17.17	21.15	45.39	35.10	32.97	27.66	47.73	45.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.38	17.17	17.56	59.93	53.79	59.14	22.70	29.04	23.30
All Grades	17.38	17.17	17.56	59.93	53.79	59.14	22.70	29.04	23.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.38	15.91	15.77	60.64	60.10	57.35	21.99	23.99	26.88
All Grades	17.38	15.91	15.77	60.64	60.10	57.35	21.99	23.99	26.88

Conclusions based on this data:

1. PHS did not meet minimum testing participation in math for the 2021, 2022, 2023 school years.
2. Overall mean scale scores for all students increased by 1.1% for all students in 2023.

3. Students performing below standard in math increased by 2.89% in 2023.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1538.1	1567.5	1557.0	1543.6	1567.8	1563.1	1532.1	1566.7	1550.6	15	32	18
10	1557.9	1548.6	1565.8	1558.3	1541.1	1565.6	1557.0	1555.7	1565.8	39	18	17
11	*	1554.1	*	*	1552.9	*	*	1554.8	*	8	28	8
12	*	*	*	*	*	*	*	*	*	12	10	4
All Grades										74	88	47

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.67	19.35	11.11	46.67	38.71	38.89	13.33	38.71	44.44	33.33	3.23	5.56	15	31	18
10	20.00	16.67	17.65	34.29	38.89	52.94	28.57	27.78	17.65	17.14	16.67	11.76	35	18	17
11	*	17.86	*	*	32.14	*	*	32.14	*	*	17.86	*	*	28	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.18	17.44	17.02	32.35	34.88	44.68	30.88	37.21	25.53	20.59	10.47	12.77	68	86	47

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.67	25.81	16.67	40.00	45.16	61.11	6.67	19.35	16.67	26.67	9.68	5.56	15	31	18
10	40.00	16.67	35.29	31.43	50.00	47.06	17.14	27.78	5.88	11.43	5.56	11.76	35	18	17
11	*	28.57	*	*	50.00	*	*	14.29	*	*	7.14	*	*	28	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.82	24.42	31.91	36.76	46.51	46.81	13.24	22.09	12.77	16.18	6.98	8.51	68	86	47

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	6.45	5.56	33.33	35.48	16.67	26.67	48.39	50.00	40.00	9.68	27.78	15	31	18
10	14.29	11.11	17.65	25.71	27.78	11.76	28.57	33.33	58.82	31.43	27.78	11.76	35	18	17
11	*	0.00	*	*	25.00	*	*	46.43	*	*	28.57	*	*	28	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.35	4.65	12.77	25.00	29.07	14.89	32.35	45.35	51.06	35.29	20.93	21.28	68	86	47

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.14	12.90	16.67	57.14	74.19	77.78	35.71	12.90	5.56	14	31	18
10	11.43	5.56	12.50	68.57	83.33	81.25	20.00	11.11	6.25	35	18	16
11	*	14.29	*	*	53.57	*	*	32.14	*	*	28	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.96	10.47	10.87	62.69	68.60	78.26	28.36	20.93	10.87	67	86	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	69.23	64.52	83.33	15.38	25.81	11.11	15.38	9.68	5.56	13	31	18
10	77.14	61.11	88.24	14.29	27.78	5.88	8.57	11.11	5.88	35	18	17
11	*	85.19	*	*	11.11	*	*	3.70	*	*	27	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.73	69.41	82.98	15.15	23.53	10.64	12.12	7.06	6.38	66	85	47

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.43	9.68	11.11	35.71	58.06	61.11	42.86	32.26	27.78	14	31	18
10	25.71	11.11	17.65	34.29	50.00	64.71	40.00	38.89	17.65	35	18	17
11	*	10.71	*	*	39.29	*	*	50.00	*	*	28	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.40	9.30	14.89	34.33	50.00	61.70	46.27	40.70	23.40	67	86	47

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	3.23	0.00	64.29	93.55	77.78	35.71	3.23	22.22	14	31	18
10	2.86	0.00	5.88	74.29	94.44	82.35	22.86	5.56	11.76	35	18	17
11	*	7.41	*	*	85.19	*	*	7.41	*	*	27	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.99	3.57	6.38	73.13	91.67	76.60	23.88	4.76	17.02	67	84	47

Conclusions based on this data:

1. Overall ELPAC scores showed a slight increase of .2% in 2023.
2. Student writing scores in the well developed range increased by 2.81% which may be attributed to a expanded tutoring opportunities offered in 2023.
3. Student reading domains scores in the well developed range increased by 5.2% which may be attributed to expanded before and after school tutoring in 2023.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1609	**73.9**	**7**	**1.4**
Total Number of Students enrolled in Pasadena High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	7
Foster Youth	23	1.4
Homeless	13	0.8
Socioeconomically Disadvantaged	1189	73.9
Students with Disabilities	265	16.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	200	12.4
American Indian	6	0.4
Asian	90	5.6
Filipino	34	2.1
Hispanic	867	53.9
Two or More Races	73	4.5
Pacific Islander	5	0.3
White	317	19.7

Conclusions based on this data:

1. The current percentage of students receiving FRMP has remained relatively constant between 2021-2023.

2. African American enrollment showed slight gains during 22-23.

3. Hispanic enrollment decreased slightly in the 22-23 school year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Yellow	**Suspension Rate** Yellow
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Yellow		
College/Career Medium		

Conclusions based on this data:

1. Graduation rates at PHS showed a slight decline in 22-23 school year. This may be attributed to a lagging indicator of the COVID-19 pandemic.
2. Suspension rates showed an remained constant during the 22-23 school year with a 3.9% suspension rate.
3. English Learner progress remained constant for the 22-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	159.4 points below standard	Less than 11 Students
5.7 points below standard	Decreased Significantly -33.6 points	3 Students
Decreased Significantly -19.5 points	22 Students	
301 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Orange	 Red
10 Students	18.3 points below standard	156.3 points below standard
	Decreased -7.1 points	Maintained -2.9 points
	216 Students	55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 103.5 points below standard Decreased Significantly -76.1 points 32 Students	Less than 11 Students 1 Student	30 points above standard Decreased Significantly -96.5 points 24 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 13.6 points below standard Maintained +0.5 points 163 Students	54.5 points above standard Decreased Significantly -49.2 points 21 Students	 No Performance Color 0 Students	 Yellow 20.4 points above standard Decreased Significantly -43.9 points 56 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 5 Students	113 points below standard Decreased Significantly -35.4 points 17 Students	3.1 points above standard Decreased Significantly -33.5 points 181 Students

Conclusions based on this data:

1. Several student demographic groups showed declines in ELA during the 22-23 school year.
2. Hispanic student achievement in ELA demonstrated growth of .5 points during the 22-23 school year.
3. Students with disabilities performance in ELA remained constant during the 22-23 school year.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	248.8 points below standard	Less than 11 Students
89 points below standard	Decreased Significantly -47.9 points	3 Students
Maintained +0.3 points	22 Students	
300 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
10 Students	112.7 points below standard	203.2 points below standard
	Maintained +2.2 points	Increased Significantly +19.6 points
	215 Students	55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 191.8 points below standard Decreased Significantly - 65.4 points 32 Students	Less than 11 Students 1 Student	5.5 points above standard Decreased Significantly - 65.2 points 24 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 112.4 points below standard Increased +9.5 points 163 Students	26.8 points below standard Decreased -3.3 points 21 Students	 No Performance Color 0 Students	 Yellow 43.6 points below standard Decreased Significantly - 15.3 points 56 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 5 Students	221.7 points below standard Decreased Significantly -62.7 points 17 Students	71.8 points below standard Decreased -4.4 points 181 Students

Conclusions based on this data:

1. An aggregate of all subgroups demonstrated growth of .5 points in math during the 22-23 school year.
2. African American student achievement levels demonstrated significant regression with students scoring an average of -65.4 points from standard in 2023.
3. Hispanic student scores in Math CAASPP increased by an average of 9.5 points in 2023.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Yellow
46.7% making progress towards English language proficiency
Number of EL Students: 45 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	13	0	20

Conclusions based on this data:

1. A total of 13 students maintained ELPI levels in 2023.
2. Of 45 EL students, the average points above standard were 46.7% in 2023.
3. Four students decreased one level on ELPI in 2023.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	2	3	1	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
53.5 Prepared	12.2 Prepared	Less than 11 Students
443 Students	41 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
50 Prepared	46.5 Prepared	16.7 Prepared
26 Students	344 Students	78 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
46.7 Prepared	Less than 11 Students	94.1 Prepared	Less than 11 Students
45 Students	2 Students	17 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
49 Prepared	61.5 Prepared	Less than 11 Students	63.6 Prepared
261 Students	13 Students	3 Students	88 Students

Conclusions based on this data:

1. Of all students, 53.6% were college and career prepared in 2023.
2. Asian students were 94.1% prepared for college and career in 22-23 school year.
3. A significant gap continues to exist between all students and Hispanic students regarding college and career readiness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	85.4% graduated	Less than 11 Students
93.5% graduated	Increased 4.1	8 Students
Decreased -1.9	41 Students	
444 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
88.5% graduated	Yellow	Orange
Increased Significantly 5.1	92.7% graduated	77.2% graduated
26 Students	Decreased -2	Decreased Significantly -10.3
	344 Students	79 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	100% graduated	Less than 11 Students
97.8% graduated	2 Students	Increased Significantly 10.5	10 Students
Increased 1.4		17 Students	
45 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	100% graduated	Less than 11 Students	Yellow
92.7% graduated	13 Students	3 Students	91% graduated
Decreased -2.2			Decreased Significantly -5.3
261 Students			89 Students

Conclusions based on this data:

1. African American graduation rates increased to 97.8% during 22-23 school year. This may be attributed to engagement with Black Student Union.
2. Overall graduation rates declined by 1.9% during the 22-23 school year. This may be a lagging indicator of the recent COVID-19 pandemic .
3. Hispanic graduation rates decreased by 2.2% during the 22-23 school year. Many of our Hispanic non grads did not attend summer school in order to makeup deficient credits.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	4	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	Orange
3.9% suspended at least one day	6% suspended at least one day	26.3% suspended at least one day
Maintained 0 1698 Students	Declined -7.4 117 Students	Declined -0.6 38 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Yellow
7.1% suspended at least one day	4.1% suspended at least one day	8.8% suspended at least one day
Increased 4.2 42 Students	Declined -0.5 1263 Students	Declined Significantly -2 307 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Green 6% suspended at least one day Declined Significantly -2 216 Students	Less than 11 Students 7 Students	 Green 1.1% suspended at least one day Maintained -0.1 92 Students	 Blue 0% suspended at least one day Maintained 0 35 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 4.1% suspended at least one day Maintained 0.1 922 Students	 Orange 4.3% suspended at least one day Increased 2.8 94 Students	Less than 11 Students 5 Students	 Orange 3.4% suspended at least one day Increased 0.6 327 Students

Conclusions based on this data:

1. African American student suspensions decreased significantly during the 22-23 school year.
2. Hispanic student suspensions remained constant when compared to 21-22 data.
3. EL student suspension rates declined by 7.4% during the 22-23 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for African American will increase the baseline of -191.8 (red) from 2023 by a total of 8 or more to place students in the orange band by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -112.7 (orange) from 2023 by a total of 31 or more to place students in the yellow band by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -112.4 Yellow from 2023 by a total of 23 or more to place students in the green band by the end of the 2023-2024 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -203.2 (Orange) from 2023 by a total of 17 or more to place students in the yellow band by the end of the 2023-2024 school year.

Identified Need

There is an identified achievement gap among our highest student group and the following student groups: African American (12%), Socioeconomically Disadvantaged (74%), English Learners (7%) , and Students with Disabilities (16%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Scores: African American students	Red Band	Orange Band
Math CAASPP Scores: SED students	Orange Band	Yellow Band
Math CAASPP Scores: Hispanic students	Yellow Band	Green Band
Math CAASPP Scores: students with disabilities	Orange Band	Yellow Band

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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

Teachers did not use Mathia this year. In it's place, teachers used CAASPP data, district benchmarks and formative assessments to make instructional decisions. Due to the shortage of subs last year, teachers did not fully implement pull out days during 22-23 school year.

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

Metrics for this goal will be updated with current CAASPP scores. In addition, teacher pullout days during the year will not be an action for this goal in the 23-24 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

There is an identified achievement gap the following student groups: African American (12%), EL (7%) , and Students with Disabilities (16%).

Strategy/Activity

Teachers will plan during the summer and outside of contractual hours during the SY 2024-25 to develop lesson plans using current data to inform planning for standards based instruction and to address learning needs identified using local common assessments. This will benefit students as teachers will use assessment data and classroom observational data to target specific needs and deliver instruction using research-based strategies to improve student engagement and acquisition of standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
59,560.00	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -103.5 (red) from 2023 by a total of 6 or more to place students in the orange band or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -156.3 (red) from 2023 by a total of 5 or more to place students in the orange band or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -13.6 (orange) from 2023 by a total of 24 or more to place students in the medium band or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -18.3 (orange) from 2023 by a total of 17 or more to place students in the medium band or higher by the end of the 2024-2025 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores: African American students	Red Band	Orange Band
ELA CAASPP Scores: students with disabilities	Red Band	Orange Band
ELA CAASPP Scores: Hispanic students	Orange Band	Yellow Band
ELA CAASPP Scores: SED students	Orange Band	Yellow Band

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

Due to the ongoing COVID pandemic, securing substitutes for pullout days proved to be a challenge. As a result, teachers planned outside of contractual hours and on district-sponsored professional development days.

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.

English teachers will be given 2 pullout days during the 24-25 school year from general fund.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American, Hispanic, SWD, Socioeconomically disadvantaged students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21225	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and students will use Kami to modify PDFs as part of our instructional practices.

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)
8415	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

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

Identified Need

Proficiency in CASSPP exams in English and Mathematics for English Learners (7% of student population) and increased passing rate in core academic classes (Math, English, Science, Social Studies, Foreign Language).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
April 2024 English Language Arts/Literacy CAASPP Exam	159.4 points below standard	120 points below standard
April 2022 Mathematics CAASPP Exam	47.9 points below standard	17 points below standard
Reclassification (ELPAC)	17 students reclassified as RFEP	>17 students reclassified as RFEP

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We provided targeted support in English, Math, and Science courses based upon student grades in prior semesters. We saw a decrease in D/F rates among students receiving support. In addition, through our Community Schools Grant, we were able to offer before and after school tutoring intentionally designed to meet the needs of English learners.

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

As part of a previous strategy for this goal, PHS attempted to hire a 6 hour bilingual aide and an 8 hour bilingual clerk. We did not receive applicants for these positions and will no longer be flying these positions. In addition, we are having an 8 hour bilingual aide transfer to PHS for the 24-25 school year.

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

As part of a previous strategy for this goal, PHS attempted to hire a 6 hour bilingual aide and an 8 hour bilingual clerk. We did not receive applicants for these positions and will no longer be flying these positions. In addition, we are having an 8 hour bilingual aide transfer to PHS for the 24-25 school year. Changes to this goal's strategies and activities are reflected below on this page.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will target specific learners that need additional supports for core a-g courses and will improve services for students by providing additional support to successfully master academic content. This service includes before and after school tutoring through our Community Schools grant.

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)

Low Income, Foster Youth, English Learners

Strategy/Activity

We will implement IXL reading with English learners in order to support achievement on ELPAC.

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)
11000	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Low Income, Foster Youth, English Learners

Strategy/Activity

We will purchase classroom sets of books in Spanish as well as send our Spanish teachers to off site professional development for the purposes of supporting students learning Spanish as well as meet the needs of native speakers of Spanish.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for Foster Youth will decrease the baseline of 26.3 (orange band) from 2023 to end at 20 (yellow band) by the end of the 2024-2025 school year.
Suspension Rate for African American students will decrease the baseline of 6 (green band) from 2023 to end at 5 or lower by the end of the 2024-2025 school year.
Suspension Rate for Students with Disabilities will decrease the baseline of 8.8 (yellow band) from 2023 to end at 6 (green band) or lower by the end of the 2024-2025 school year.
Increase positive response rate of school safety and sense of belonging and support through surveys for the 2024-2025 school year.

Identified Need

Suspension Rates for Foster Youth (26.3%), African American (12%), and Students with Disabilities (18%) were over identified in comparison to other peer groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate for Foster Youth	orange band	yellow band
Suspension Rate for African American students	green band	blue band
Suspension Rate for students with disabilities	yellow band	green band
California Healthy Kids Survey (Total School Supports)	46% rating "very much true" or "pretty much true"	>46% rating "very much true" or "pretty much true"
California Healthy Kids Survey (Caring Adults in School)	52% rating "very much true" or "pretty much true"	>52% rating "very much true" or "pretty much true"
California Healthy Kids Survey (High Expectations)	66% rating "very much true" or "pretty much true"	>66% rating "very much true" or "pretty much true"
California Healthy Kids Survey (School Connectedness)	50% rating "very much true" or "pretty much true"	>50% rating "very much true" or "pretty much true"
California Healthy Kids Survey (Academic Motivation)	61% rating "very much true" or "pretty much true"	>61% rating "very much true" or "pretty much true"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

PHS did not purchase Halo systems this year as originally intended. The other strategies and actions were implemented to fidelity.

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.

As we have established before school tutoring, the before school safe space will not need additional action. In addition, we have already purchased mobile carts so this activity will not move forward as a strategy. In addition, district is now providing 6 district sevurity officers for PHS so the expense of an extra security officer will be discontinued for 24-25.

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 in the class of 2028

Strategy/Activity

Create .4 teacher position as freshman success teacher to help implement a program similar to the BARR Program for incoming ninth grade students so that students build community and positive relationships with peers and teachers resulting in increased participation, higher academic success, and become a part of PHS community. In addition, we will purchase materials to support the freshman success program.

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)
49,632	Title I Part A: Allocation
22,911	Title I Part A: Allocation
10000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
6,300	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

All students

Strategy/Activity

We will hire a project behavior aide to manage electronic communication (website, social media) with students, staff and families to ensure that the community is aware and enabled to participate in extracurriculars and other events on campus.

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

Amount(s)	Source(s)
30,000	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)

All Students

Strategy/Activity

We will purchase an additional security camera and cabling in order to monitor upstairs areas of the G-H hallway near restrooms to promote a safe environment on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	LCFF Supplemental and Concentration (S/C)

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

By June of 2025, PHS will have a chronic absenteeism rate of no more that 20%.

Identified Need

During the 2022-23 school year, Pasadena High School had a chronic absenteeism rate of 28.2%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate (All Students)	28.2% Chronic Absenteeism Rate	<20% Chronic Absenteeism Rate
Chronic Absenteeism Rate (African American Students)	30.8% Chronic Absenteeism Rate (African American Students)	<22% Chronic Absenteeism Rate
Chronic Absenteeism Rate (Hispanic Students)	32.8% Chronic Absenteeism Rate (Hispanic Students)	>25% Chronic Absenteeism Rate
Chronic Absenteeism Rate (Foster Youth)	47.1% Chronic Absenteeism Rate (Foster Youth)	>40% Chronic Absenteeism Rate
Chronic Absenteeism Rate (McKinney Vento)	36.46% Chronic Absenteeism Rate (McKinney Vento)	>30% Chronic Absenteeism Rate

Annual Review

SPSA Year Reviewed: 2023-24

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.

Chronically absent student rates have increased since the return to in person learning over the last three years. We will continue to identify students who are chronically absent and enlist our truancy intervention and prevention specialist as well as our coordination of services team to assist families and students with improving or maintaining attendance.

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

No significant changes.

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.

This goal will be updated to include the Coordination of Services Team (COST) and our Community Schools truancy intervention and prevention specialist.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

We will conduct monthly evaluations of student attendance and follow up with check ins for families of students identified as chronically absent (8-10%). (Source: 2023-2024 PHS Student Attendance Report)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

Provide families with tools and activities they can apply toward college readiness that will lead to increases in a-g completion, reclassification rates, FAFSA completion, and increased attendance at parent meetings by the end of the 2024-25 school year (SY).

Identified Need

During parent forums held throughout the 2023-24 SY, parents expressed interest in learning more about CCGI , help to better support efforts of students to reclassify, and the need for a four year plan beginning in Freshman year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at ELAC monthly meetings.	5 of fewer families in attendance	>5 families in attendance
Students a-g eligible after S1 and S2 in 9th, 10th, 11th, 12th (i.e. credits attempted v. credits earned with C or higher.)	Our current rate of a-g eligible students is 63%	Increase a-g rate to 66%
Attendance at PTSA monthly meetings.	7 of fewer families in attendance	>7 families in attendance
Attendance at AAPC monthly meetings.	1 of fewer families in attendance	>1 family in attendance

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We saw low attendance of families attending ELAC meetings (from 2-8 families per meeting), PTSA meetings, and AAPC meetings. We modified meeting schedules, and offered hybrid attendance options but changes did not yield expected outcomes.

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

The PIQE program was not utilized this year. This was due to an increase in price, which more that doubled the price for the service and resulted in fewer parent classes. To take the place of PIQE, PHS enlisted the support of community partners (e.g. Day One, College Access Plan) and PUSD's Family and Community Engagement Office to host parent workshops.

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.

This goal will not include PIQE, instead we will continue to work with PUSD assets and community partners for parent education opportunities.

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)

EL, Foster Youth, Low Income Student Groups

Strategy/Activity

PHS, in conjunction with Family and Community Engagement Office, Community Schools staff, and local agency partners will provide workshops to meet the needs of student families identified as EL, FY, and low income, which have been identified as a desire to become involved in the college readiness of their students. This will be effective as this activity in the SY2022-23 provided families with tools and provided a forum to ask and have questions answered by PHS personnel.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4162	Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

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

Identified Need

A-G completion rates and the number of students taking an AP exam will be used as indicators of continuous improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase a-g completion rate	63% in 2023-24	66% or greater a-g completion rate in 2024-25
Students completing at least one AP course and exam	365 students in 23-24	>365 students in 23-24

Annual Review

SPSA Year Reviewed: 2023-24

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.

This year we focused on ensuring students are scoring a 3 or higher on AP exams and delved into concepts that students may have difficulty with mastering. We provided multiple virtual and in person "Sit and Do" workshops with families for seniors completing the FAFSA. In addition, we worked closely with AP teachers to ensure that a majority of students enrolled in AP courses. Finally, we worked with the CARPE initiative to increase our a-g rate to 63%.

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

Due to a decline in enrollment, PHS will have 3.5 counselors during the 2024-25 school year.

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

Due to decreased need as the result of declining enrollment, this goal will no longer include funding for 1 FTE counselor. In addition, we will continue to add new electives to the master schedule, additional funding is not required. These changes are detailed in this section.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Low income students, English learners, Foster Youth, SWD

Strategy/Activity

We will continue to expand access to performing arts (g electives) in order to bolster student engagement towards increasing a-g completion rates. To accomplish this, we will expand new class offerings using money from Proposition 28 and hold a summer band camp.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

English Learners, Low Income, Foster Youth, SWD

Strategy/Activity

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

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

Amount(s)	Source(s)

Strategy/Activity 4

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

Low Income, EL, African American, Hispanic students

Strategy/Activity

Students will attend the the Black College Fair and Latin College fair so that students have opportunity to identify potential schools and gain more information about scholarship opportunities and college preparedness offered through HBCUs and other 4 year university options..

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 5

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

All Students

Strategy/Activity

Science supplies will be purchased for the purpose of increasing engagement through hands on learning in science classrooms.

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

Amount(s)	Source(s)
15000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6

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

All Students

Strategy/Activity

Tables and chairs will be purchased to support AP testing as a result in the increase in AP test takers at PHS.

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

Amount(s)	Source(s)
10000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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	$117345
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$117345
Other State/Local Funds provided to the school	$175860

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $293,205

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	175860	0.00
Title I Part A: Parent Involvement	4162	0.00
Title I Part A: Allocation	113183	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	175,860.00
Title I Part A: Allocation	113,183.00
Title I Part A: Parent Involvement	4,162.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Mathew Kodama	Principal
Darlene Osmonson	Classroom Teacher
Kevin Wood	Classroom Teacher
Matthew Smith	Classroom Teacher
Norma Ohlson	Classroom Teacher
Vivian Huang	Other School Staff
Alexis Avakian	Secondary Student
Natalia Abadjian	Secondary Student
Olivia Lopez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: African American Parent Council

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 .

Attested:

Principal, Mathew Kodama on
SSC Chairperson, Sam Alkhadra on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 04/25/24
	Other: African American Parent Council

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 4/22/24

Attested:

Principal, Mathew Kodama on 4/22/24

SSC Chairperson, Sam Alkhadra on 4/25/24

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

Name of the School: **Pasadena High School** Date of the meeting: **April 9, 2024**

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

• CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results • CA Accountability Model & School Dashboard https://www.caschooldashboard.org/ • Title I, Part A-Accountability • Title III Accountability • English Language Proficiency Assessment for CA – ELPAC data and results	• EL reclassifications data • Parent/Community Involvement data • School Accountability Report Card (SARC) • Other school-selected indicators • Student attendance – Truancy • Student discipline – referrals, suspensions, expulsions • Trimester/Semester and/or other formative assessment results • i-Ready and AAPPL data results

Please list the data reviewed by your committee before making the recommendations(s):

1. CA Accountability Model and School Dashboard
2. ELPAC data and results
3. i-Ready data
4. EL reclassification data

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

- Discontinue Bilingual Clerical Assistant and 2nd Bilingual Aide Position (Unable to hire)
- Maintain EL Coach and Aide
- Maintain Community Assistant
- Maintain Senior Community Advocate
- Maintain tutoring before and after school
- Add Scholastic
- Add parent participation strategy (working with LADD Office)
- _____
- _____

Linda Hernandez — Chairperson Name

_____ — Chairperson Signature

04/09/24 — Date submitted

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

Pasadena Unified School Dist.
Student Wellness and Support Serv

PUSD School-Site Attendance Improvement Plan

School:	Pasadena High School	**Principal:**	Mathew Kodama
School Number:	084	**Counselor:**	Linares, Silverstein, Cervan.
Date Completed:	7/19/23	**Principal Signature:**	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2022-2023 Current Chronic Absentee Rate	2022-2023 Chronic Absentee End-Of-Year Goal	2023-2024 Chronic Absentee Goa
28.26%	>10%	>10%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Assign PHS Truancy specialist, RTI teacher, and counselors to monitor school wide attendance to provide early intervention for students at risk using data pulled from Aeries.	*Bi-Monthly*	Significant decline of students identified as chonically absent.
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Establish a an Attendance Improvement Team, including truancy specialist, counselors, RTI teacher and admin to review student data.	*Monthly*	Significant decline of students identified as chonically absent.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	In addition to continuing Saturday School to makeup absences, truancy specialist will hold 1:1 meetings with families to establish individual plans to improve attendance.	Bimonthly Saturday School events and meetings with families on an ongoing meetings with families.	Significant decline of students identified as chonically absent.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Blackboard connect notices, ELAC, SSC, and parent meetings that include placing priority on student attendance and associated academic achievement.	Monthly	Significant decline of students identified as chonically absent.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Utilize resources provided through Community Schools to address the needs of students and families in jeopardy of chronic absenteeism.	Monthly	Significant decline of students identified as chonically absent.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Combined efforts to identify students in need of reengagement through truancy specialist, probation officer, counselors and RTI teacher.	Daily or weekly as needed.	Significant decline of students identified as chonically absent.

• 351 South Hudson Avenue, Room 206 • Pasadena California 91109 • (626) 396-3600, x 88230 • (626) 793-9858 fax • www.pusd.us

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
d. Supplemental to schools with the CDE identified Low Performing Students;
e. Families in transition/Homeless and support staff;
f. Parent and Community Engagement;
g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: Pasadena High

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	950	$207,005.00