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
Blair High School	19-64881-1931062	April 11, 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.

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

Resource Inequities

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

School Vision and Mission

School Profile

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.36%	0.28%	2	4	3
African American	6.74%	7.16%	7.58%	72	80	80
Asian	3.18%	3.04%	2.75%	34	34	29
Filipino	2.43%	1.97%	1.71%	26	22	18
Hispanic/Latino	64.23%	62.49%	64.74%	686	698	683
Pacific Islander	0.28%	0.18%	0.19%	3	2	2
White	20.51%	22.47%	19.15%	219	251	202
Multiple/No Response	1.97%	2.06%	2.94%	21	23	31
			Total Enrollment	1068	1117	1055

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	136	170	141
Grade 7	169	160	161
Grade 8	181	171	161
Grade 9	150	171	141
Grade 10	154	141	166
Grade 11	150	149	134
Grade 12	128	155	151
Total Enrollment	1,068	1,117	1,055

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	223	253	243	20.30%	20.9%	23.0%
Fluent English Proficient (FEP)	307	308	282	30.30%	28.7%	26.7%
Reclassified Fluent English Proficient (RFEP)				27.2%		

Conclusions based on this data:

1.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	148	165	144	143	164	134	143	164	134	96.6	99.4	93.1
Grade 7	164	166	161	161	159	149	161	159	149	98.2	95.8	92.5
Grade 8	186	166	171	177	164	157	177	164	157	95.2	98.8	91.8
Grade 11	145	146	136	138	134	111	138	133	111	95.2	91.8	81.6
All Grades	643	643	612	619	621	551	619	620	551	96.3	96.6	90

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2492.	2475.	2508.	15.38	10.98	17.16	20.98	18.90	27.61	26.57	26.83	19.40	37.06	43.29	35.82
Grade 7	2533.	2504.	2515.	17.39	11.95	12.75	33.54	24.53	29.53	17.39	25.16	18.12	31.68	38.36	39.60
Grade 8	2536.	2541.	2548.	13.56	16.46	18.47	31.07	29.88	31.21	24.29	20.12	16.56	31.07	33.54	33.76
Grade 11	2528.	2546.	2579.	22.46	20.30	26.13	17.39	24.06	28.83	13.04	19.55	12.61	47.10	36.09	32.43
All Grades	N/A	N/A	N/A	16.96	14.68	18.15	26.33	24.35	29.40	20.52	23.06	16.88	36.19	37.90	35.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.69	11.59	21.64	50.35	45.73	45.52	34.97	42.68	32.84
Grade 7	19.25	12.58	16.11	54.04	54.72	55.03	26.71	32.70	28.86
Grade 8	14.69	18.29	19.75	57.06	45.12	51.59	28.25	36.59	28.66
Grade 11	18.84	21.05	22.52	41.30	44.36	52.25	39.86	34.59	25.23
All Grades	16.80	15.65	19.78	51.21	47.58	51.18	31.99	36.77	29.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.69	10.37	15.67	45.45	41.46	46.27	39.86	48.17	38.06
Grade 7	24.84	10.06	12.75	43.48	47.80	47.65	31.68	42.14	39.60
Grade 8	15.82	22.56	19.11	48.59	41.46	48.41	35.59	35.98	32.48
Grade 11	27.54	24.06	29.73	30.43	39.10	40.54	42.03	36.84	29.73
All Grades	20.52	16.45	18.69	42.49	42.58	46.10	37.00	40.97	35.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	16.08	7.93	13.43	63.64	69.51	67.91	20.28	22.56	18.66
Grade 7	11.80	13.84	7.38	67.08	69.18	75.84	21.12	16.98	16.78
Grade 8	17.51	15.24	11.46	66.67	65.24	68.79	15.82	19.51	19.75
Grade 11	10.14	7.52	13.51	60.87	63.16	68.47	28.99	29.32	18.02
All Grades	14.05	11.29	11.25	64.78	66.94	70.42	21.16	21.77	18.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.59	12.20	22.39	67.13	59.76	56.72	20.28	28.05	20.90
Grade 7	21.12	15.09	19.46	55.28	60.38	53.02	23.60	24.53	27.52
Grade 8	18.64	19.51	19.11	59.89	59.76	55.41	21.47	20.73	25.48
Grade 11	22.46	18.80	28.83	41.30	58.65	45.05	36.23	22.56	26.13
All Grades	18.74	16.29	21.96	56.22	59.68	52.99	25.04	24.03	25.05

Conclusions based on this data:

1.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	148	165	144	143	164	139	143	164	139	96.6	99.4	96.5
Grade 7	165	166	161	162	159	155	162	159	155	98.2	95.8	96.3
Grade 8	186	166	171	178	164	164	178	164	164	95.7	98.8	95.9
Grade 11	145	146	136	137	137	120	137	137	119	94.5	93.8	88.2
All Grades	644	643	612	620	624	578	620	624	577	96.3	97.0	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2472.	2449.	2476.	11.89	8.54	15.83	11.89	10.37	12.23	25.87	25.00	25.18	50.35	56.10	46.76
Grade 7	2501.	2480.	2472.	9.88	12.58	8.39	16.67	14.47	9.68	33.33	24.53	25.81	40.12	48.43	56.13
Grade 8	2517.	2521.	2485.	19.66	14.63	14.63	15.73	15.85	10.98	14.61	26.83	14.63	50.00	42.68	59.76
Grade 11	2511.	2501.	2530.	15.33	10.95	13.45	10.95	9.49	16.81	13.87	13.87	7.56	59.85	65.69	62.18
All Grades	N/A	N/A	N/A	14.35	11.70	13.00	14.03	12.66	12.13	21.94	22.92	18.72	49.68	52.72	56.15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.19	7.93	9.35	45.45	41.46	48.20	43.36	50.61	42.45
Grade 7	9.26	10.69	9.03	51.23	51.57	41.94	39.51	37.74	49.03
Grade 8	17.98	15.85	10.37	48.31	53.66	45.73	33.71	30.49	43.90
Grade 11	13.87	10.95	13.45	50.36	48.91	49.58	35.77	40.15	36.97
All Grades	13.23	11.38	10.40	48.87	48.88	46.10	37.90	39.74	43.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.89	6.71	15.83	53.85	59.76	53.24	34.27	33.54	30.94
Grade 7	14.81	9.43	10.32	59.88	59.75	56.77	25.31	30.82	32.90
Grade 8	14.61	15.24	11.59	51.69	59.76	57.32	33.71	25.00	31.10
Grade 11	14.60	9.49	15.97	48.18	55.47	46.22	37.23	35.04	37.82
All Grades	14.03	10.26	13.17	53.55	58.81	53.90	32.42	30.93	32.93

Conclusions based on this data:

1.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1479.5	1505.0	1501.5	1481.5	1511.9	1500.6	1476.9	1497.7	1502.0	21	24	27
7	1493.4	1506.6	1479.1	1489.4	1509.5	1472.3	1497.1	1503.4	1485.3	27	28	24
8	1505.3	1529.8	1488.5	1492.0	1540.0	1482.5	1518.2	1519.2	1493.9	31	26	27
9	1471.5	1494.4	1491.9	1446.7	1488.3	1485.1	1495.9	1500.1	1498.2	40	37	22
10	1454.1	1499.9	1468.9	1419.3	1499.5	1439.4	1488.5	1499.8	1497.9	44	43	33
11	1448.9	1477.0	1488.3	1412.4	1468.3	1474.0	1484.9	1485.3	1502.3	49	51	44
12	1470.1	1492.8	1471.3	1443.1	1490.2	1449.8	1496.5	1494.9	1492.2	42	60	64
All Grades										254	269	241

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.29	12.50	14.81	4.76	33.33	33.33	33.33	25.00	25.93	47.62	29.17	25.93	21	24	27
7	3.70	14.29	12.50	37.04	28.57	20.83	18.52	28.57	20.83	40.74	28.57	45.83	27	28	24
8	16.13	28.00	11.11	25.81	20.00	18.52	12.90	28.00	14.81	45.16	24.00	55.56	31	25	27
9	2.50	13.51	13.64	7.50	18.92	9.09	20.00	18.92	9.09	70.00	48.65	68.18	40	37	22
10	0.00	11.63	9.09	22.73	9.30	12.12	18.18	27.91	15.15	59.09	51.16	63.64	44	43	33
11	2.04	4.00	4.65	6.12	18.00	13.95	20.41	16.00	23.26	71.43	62.00	58.14	49	50	43
12	4.76	10.17	6.35	11.90	8.47	9.52	21.43	23.73	20.63	61.90	57.63	63.49	42	59	63
All Grades	5.12	12.03	9.21	15.75	17.29	15.48	20.08	23.31	19.25	59.06	47.37	56.07	254	266	239

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.29	33.33	33.33	28.57	33.33	37.04	38.10	16.67	14.81	19.05	16.67	14.81	21	24	27
7	29.63	32.14	29.17	22.22	32.14	12.50	18.52	7.14	12.50	29.63	28.57	45.83	27	28	24
8	22.58	36.00	25.93	29.03	28.00	18.52	6.45	16.00	7.41	41.94	20.00	48.15	31	25	27
9	7.50	27.03	22.73	12.50	18.92	4.55	17.50	18.92	18.18	62.50	35.14	54.55	40	37	22
10	6.82	13.95	18.18	25.00	32.56	9.09	11.36	16.28	15.15	56.82	37.21	57.58	44	43	33
11	8.16	16.00	9.30	4.08	20.00	23.26	20.41	20.00	16.28	67.35	44.00	51.16	49	50	43
12	11.90	15.25	12.70	11.90	22.03	11.11	19.05	33.90	19.05	57.14	28.81	57.14	42	59	63
All Grades	12.99	22.18	19.25	17.32	25.56	16.32	17.72	20.30	15.48	51.97	31.95	48.95	254	266	239

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	0.00	0.00	9.52	16.67	14.81	28.57	25.00	44.44	61.90	58.33	40.74	21	24	27
7	0.00	3.57	0.00	7.41	10.71	8.33	48.15	32.14	37.50	44.44	53.57	54.17	27	28	24
8	6.45	8.00	3.70	16.13	20.00	7.41	29.03	20.00	22.22	48.39	52.00	66.67	31	25	27
9	2.50	2.70	0.00	0.00	5.41	9.09	25.00	29.73	18.18	72.50	62.16	72.73	40	37	22
10	0.00	4.65	0.00	2.27	6.98	12.12	25.00	13.95	18.18	72.73	74.42	69.70	44	43	33
11	0.00	0.00	0.00	6.12	2.00	2.33	8.16	22.00	27.91	85.71	76.00	69.77	49	50	43
12	0.00	1.69	0.00	9.52	8.47	4.76	14.29	10.17	17.46	76.19	79.66	77.78	42	59	63
All Grades	1.18	2.63	0.42	6.69	8.65	7.53	23.23	20.30	25.10	68.90	68.42	66.95	254	266	239

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	9.52	12.50	11.11	47.62	45.83	59.26	42.86	41.67	29.63	21	24	27
7	0.00	0.00	12.50	55.56	53.57	41.67	44.44	46.43	45.83	27	28	24
8	9.68	16.00	11.11	41.94	36.00	40.74	48.39	48.00	48.15	31	25	27
9	2.50	2.70	13.64	27.50	43.24	18.18	70.00	54.05	68.18	40	37	22
10	0.00	9.52	6.06	38.64	26.19	30.30	61.36	64.29	63.64	44	42	33
11	0.00	0.00	4.65	12.24	30.00	30.23	87.76	70.00	65.12	49	50	43
12	0.00	1.69	1.59	26.19	22.03	17.46	73.81	76.27	80.95	42	59	63
All Grades	2.36	4.91	7.11	32.68	33.96	31.38	64.96	61.13	61.51	254	265	239

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	42.86	62.50	62.96	38.10	20.83	22.22	19.05	16.67	14.81	21	24	27
7	59.26	64.29	37.50	11.11	17.86	20.83	29.63	17.86	41.67	27	28	24
8	38.71	76.00	42.31	19.35	4.00	7.69	41.94	20.00	50.00	31	25	26
9	30.00	64.86	27.27	20.00	5.41	18.18	50.00	29.73	54.55	40	37	22
10	34.09	60.47	30.30	9.09	11.63	12.12	56.82	27.91	57.58	44	43	33
11	28.57	54.00	32.56	8.16	10.00	23.26	63.27	36.00	44.19	49	50	43
12	23.81	72.41	28.57	23.81	1.72	22.22	52.38	25.86	49.21	42	58	63
All Grades	34.65	64.53	35.71	16.93	9.06	18.91	48.43	26.42	45.38	254	265	238

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.76	0.00	3.70	19.05	20.83	25.93	76.19	79.17	70.37	21	24	27
7	0.00	10.71	0.00	37.04	17.86	29.17	62.96	71.43	70.83	27	28	24
8	12.90	12.00	7.41	25.81	16.00	22.22	61.29	72.00	70.37	31	25	27
9	2.50	2.70	0.00	22.50	27.03	18.18	75.00	70.27	81.82	40	37	22
10	2.27	13.95	3.03	18.18	9.30	24.24	79.55	76.74	72.73	44	43	33
11	0.00	2.00	0.00	14.29	16.00	27.91	85.71	82.00	72.09	49	50	43
12	4.76	1.69	0.00	14.29	15.25	15.87	80.95	83.05	84.13	42	59	63
All Grades	3.54	5.64	1.67	20.47	16.92	22.59	75.98	77.44	75.73	254	266	239

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	20.83	0.00	57.14	45.83	74.07	42.86	33.33	25.93	21	24	27
7	3.70	3.57	0.00	59.26	64.29	54.17	37.04	32.14	45.83	27	28	24
8	6.45	8.00	3.70	58.06	64.00	55.56	35.48	28.00	40.74	31	25	27
9	0.00	0.00	0.00	37.50	43.24	54.55	62.50	56.76	45.45	40	37	22
10	0.00	0.00	0.00	40.91	41.86	39.39	59.09	58.14	60.61	44	43	33
11	2.04	2.00	0.00	26.53	34.00	41.86	71.43	64.00	58.14	49	50	43
12	0.00	0.00	1.59	50.00	27.12	33.33	50.00	72.88	65.08	42	59	63
All Grades	1.57	3.38	0.84	44.49	42.11	46.86	53.94	54.51	52.30	254	266	239

Conclusions based on this data:

1.

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**
1117	**69.6**	**22.6**	**0.9**
Total Number of Students enrolled in Blair 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	253	22.6
Foster Youth	10	0.9
Homeless	16	1.4
Socioeconomically Disadvantaged	777	69.6
Students with Disabilities	127	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	80	7.2
American Indian	4	0.4
Asian	34	3
Filipino	22	2
Hispanic	698	62.5
Two or More Races	23	2.1
Pacific Islander	2	0.2
White	251	22.5

Conclusions based on this data:

1.

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

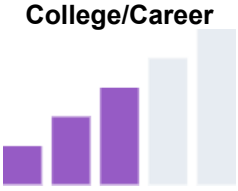
Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Orange	**Chronic Absenteeism** Red	
English Learner Progress Green		
College/Career  Medium		

Conclusions based on this data:

1.

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
0	4	1	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
33.1 points below standard	142.3 points below standard	5 Students
Decreased -11.9 points	Increased +13.4 points	
586 Students	116 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
114.1 points below standard	Orange	Orange
Increased Significantly +31.6 points	63.5 points below standard	117.2 points below standard
16 Students	Decreased -6.8 points	Increased Significantly +22.5 points
	410 Students	73 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow 32 points below standard Increased +6.3 points 46 Students	Less than 11 Students 3 Students	56.7 points above standard Decreased -6.9 points 13 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 56.3 points below standard Maintained -1.6 points 375 Students	20.6 points below standard Decreased Significantly -16.3 points 14 Students	Less than 11 Students 2 Students	 Green 17.9 points above standard Decreased Significantly -31.6 points 122 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**
174.4 points below standard Increased +3.8 points 88 Students	41.6 points below standard Increased Significantly +28.5 points 28 Students	0.4 points below standard Decreased Significantly -19.7 points 310 Students

Conclusions based on this data:

1.

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
3	3	0	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	Orange	Less than 11 Students
87.2 points below standard	189 points below standard	5 Students
Decreased Significantly -19.3 points	Increased +3.6 points	
586 Students	116 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
176.3 points below standard	Red	Orange
Increased Significantly +30.1 points	120.2 points below standard	166 points below standard
16 Students	Decreased -14.6 points	Increased Significantly +24.7 points
	410 Students	73 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	35.5 points above standard	Less than 11 Students
104.3 points below standard	3 Students	Decreased Significantly -31.3 points	10 Students
Decreased -5.5 points		13 Students	
46 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	65.4 points below standard	Less than 11 Students	Orange
110.6 points below standard	Decreased -14.1 points	2 Students	30.2 points below standard
Decreased -9.2 points	14 Students		Decreased Significantly -36.3 points
375 Students			122 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**
221.9 points below standard	90.2 points below standard	59.4 points below standard
Decreased -6.3 points	Increased +14.7 points	Decreased Significantly -27.5 points
89 Students	28 Students	310 Students

Conclusions based on this data:

1.

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
Green
51.4% making progress towards English language proficiency
Number of EL Students: 185 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**
11	79	0	95

Conclusions based on this data:

1.

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**
1	2	0	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
38.5 Prepared	1.6 Prepared	Less than 11 Students
156 Students	63 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	33.3 Prepared	Less than 11 Students
6 Students	120 Students	10 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	0 Students	Less than 11 Students	Less than 11 Students
10 Students		6 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
23.9 Prepared	Less than 11 Students	0 Students	58.5 Prepared
92 Students	1 Student		41 Students

Conclusions based on this data:

1.

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	0	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 Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
22.1% Chronically Absent	29.3% Chronically Absent	5 Students
Increased 1.4	Increased 0.6	
524 Students	92 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% Chronically Absent	Red	Red
Declined -50	25.7% Chronically Absent	42.9% Chronically Absent
12 Students	Maintained 0.4	Increased 0.9
	370 Students	77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 31.7% Chronically Absent Increased 3.9 41 Students	Less than 11 Students 2 Students	8.3% Chronically Absent Maintained 0 12 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 21.5% Chronically Absent Declined -0.5 331 Students	33.3% Chronically Absent Increased 8.3 15 Students	Less than 11 Students 2 Students	 Red 22.3% Chronically Absent Increased 4.5 112 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
1	1	1	0	0

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**
Green	Red	Less than 11 Students
81.6% graduated	60% graduated	3 Students
Increased 1.6	Increased 3.4	
163 Students	70 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Less than 11 Students
8 Students	80% graduated	10 Students
	Maintained 0.2	
	125 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 71.7% graduated Decreased -3.3 99 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	100% graduated Increased Significantly 10 41 Students

Conclusions based on this data:

1.

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
2	3	0	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	23.5% suspended at least one day
4.2% suspended at least one day	7.3% suspended at least one day	Declined -3.1
Increased 1.4	Increased Significantly 3.4	17 Students
1242 Students	330 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Orange	Red
2.6% suspended at least one day	5.3% suspended at least one day	8.5% suspended at least one day
Declined -2.8	Increased 1.5	Increased 1.8
39 Students	888 Students	153 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 7.6% suspended at least one day Increased 3 92 Students	Less than 11 Students 4 Students	 Blue 0% suspended at least one day Maintained 0 35 Students	0% suspended at least one day Maintained 0 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 5.3% suspended at least one day Increased 1.7 795 Students	3.6% suspended at least one day Increased 3.6 28 Students	Less than 11 Students 2 Students	 Green 0.8% suspended at least one day Increased 0.3 264 Students

Conclusions based on this data:

1.

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 1

CAASPP ELA Average Distance From Standard for English Learners will improve their ELA scores 50.8 points per year, over 3 years to reach Blue.

Identified Need

Blair High School's Instructional Leadership Team (ILT) and English Learner Focus group identified that our English Language learners continue to struggle with reading, writing, and academic language, which affects their progress in all core areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data to review our ELA performance, ELPAC scores, ELA Benchmark data, and iReady data.	51.4% of English Learners are currently making progress.	To achieve blue, our English Learner percentage needs to increase by 4.6% points.
English Learners will show growth from the beginning of the year iReady diagnostic to the middle of the year diagnostic.	Students will improve from BOY diagnostic to MOY diagnostic by 25%.	Students will make 50% growth by the end of the year on their iReady reading diagnostic.

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.

All students, but we will be focusing on English Learners, which make up about 25% of our student population.

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

We placed every ELL in an appropriate ELD course. We have a new ELD coach who has been doing coaching cycles with teachers in order to improve embedded ELD supports to students in general education courses.

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

We will continue to provide ELD training for staff 3 times per year during our staff development meetings. We will also continue to focus on our ELLs and ways in which we can support them in every class with embedded ELD strategies. Our ELD coach will begin the year with targeted ELD coaching cycles in order to improve ELL student support.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on English learners, Foster Youth, and Students with Disabilities

Strategy/Activity

Provide a MYP Coordinator who will be funded by the district.

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)
0	LCFF Supplemental and Concentration (S/C)
0	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)

School business subs to provide ELD training to teachers.

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)

Strategy/Activity 3

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

Strategy/Activity

School business subs to provide ELD training to teachers.

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)
10120	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)

IB pull out days to provide training for teachers to improve instruction to all students with a focus on ELs, SPED, & FY.

Strategy/Activity

IB pull out days to provide training for teachers to improve instruction to all students with a focus on ELs, SPED, & FY.

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)
4400	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 # 7,1

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, those eligible for free & reduced meal program, and others who have been less academically successful in the past, will have access to a robust International Baccalaureate course selection and will show academic achievement.

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) within TK-5 at a rate of 25% or higher,
Reduce the number of long-term English Learners (LTEL) in grades 8-12 to less than 5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 2

Provide on-going coaching cycles for our ELA teachers to improve embedded ELD supports and improved instructional strategies. Use iReady data to guide instruction . This will improve ELA competency by providing individualized instruction in order to accelerate their learning and reading comprehension, increasing iReady diagnostic scores and CAASPP scores.

Identified Need

Blair High School's Instructional Leadership Team (ILT) and our English Language Focus group identified that our English learners continue to struggle with reading, writing, and academic language, which affects their progress in all core areas. All students, with a focus on English language learners, who make up about 25% of our student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data to review our ELA performance, ELPAC scores, Elevation for reclassification and growth data, ELA i Ready diagnostic data (BOY, MOY, and EOY) data.	English learners are currently green with 50.4 points, an increase of 20 points.	In order to get to Blue, our English learners need to grow by 10 points.

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 our English learners grew by 20 points to reach green on the California Dashboard

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.

We will continue with the strategies used last year as we saw marked improvement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit from these strategies, but our focus is on English learners.

Strategy/Activity

Our ELD coach will conduct 3 ELD trainings per year in order to educate our teachers on embedded ELD strategies that can be used in all core classes.

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)
0	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)

Provide Turn-It-In software and training for all teachers to improve academic integrity and writing skills across all levels for all students, including FY, SPED, and Ells.

Strategy/Activity

Provide Turn-It-In software and training for all teachers to improve academic integrity and writing skills across all levels for all students, including FY, SPED, and Ells.

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)
8000	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 with a focus on ELs, FY, SPED students.

Strategy/Activity

Increase reading comprehension & a love of reading by purchasing culturally relevant library books for students to borrow.

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)
6000	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 four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

Goal 3

Students will improve math CAASPP scores by 29.3 points each year over the next 3 years to reach blue on the California Dashboard.

Identified Need

Blair High School's Instructional Leadership Team and the math department determined that ll of our students need to improve their mathematical skills in order to pass their math classes, improve their CAASSP scores, and satisfy their graduation requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data	All students decreased in math from last year by 19.3 points which was orange on the dashboard.	Students will improve by 29.3 points each year over the course of 3 years to reach blue on the dashboard.

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)

All students with a focus on ELs, FY, SWD, SED.

Strategy/Activity

Math teachers will meet to plan vertical articulation of math expectations, standards, and outcomes from grades 6-12.

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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on ELs, FY, SWD, SED.

Strategy/Activity

Teachers will use iReady data from diagnostics to use data to provide supports for students who have gaps in mathematical knowledge.

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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Select middle school students.

Strategy/Activity

Math field day participation for middle school students. Includes training by coaches in order to compete in the district-wide 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)
1800	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 # 4

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) within TK-5 at a rate of 25% or higher,
Reduce the number of long-term English Learners (LTEL) in grades 8-12 to less than 5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 4

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, ELs, FY, SWD, SED and others who have been less academically successful in the past will have access to a robust course selection and will show academic improvement.

Identified Need

Blair High School's Instructional Leadership Team and English Learner Focus group identified that our ELs continue to struggle with listening, speaking, reading and writing in all academic areas. This greatly inhibits their ability to excel in core academic subjects. 25 % of our ELs will improve their diagnostic scores from the BOY to the MOY diagnostics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data	This year our ELs increased by 3.1 points. Our ELs were at orange.	Our ELs need to improve by 94 points in order to achieve yellow by next year.
iReady Data	Every student in grades 6-12 will take the iReady BOY, MOY, and EOY diagnostic in order to gather baseline data for the year.	We want to see growth data in iReady reading story at each diagnostic in every grade level.
ELPAC Data	Every EL who is eligible to take the ELPAC will do so in the spring.	We would like to see growth in every section of the ELPAC

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)

All students performing below grade level including ELs, FY, SWD, and SES.

Strategy/Activity

ELD interventionist will provide training 3 times per year to all staff to improve embedded ELD supports.

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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students performing below grade level including ELs, FY, SWD, and SES.

Strategy/Activity

Provide IB training to teachers as needed to improve the academic success of our ELs, FY, SWD, and SED.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000	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 performing below grade level including ELs, FY, SWD, and SES.

Strategy/Activity

ELD/IA Pullout with ELD Coach for planning, training, and support for our newcomers. EL celebration to acknowledge EL growth.

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)
1000	LCFF Supplemental and Concentration (S/C)
2975	Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with IEPs (SWD)

Strategy/Activity

Subs for IEPs/504s in order to provide high quality goal setting, ensure instruction in general education classes addresses IEP goals.

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)
4100	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students performing below grade level including ELs, FY, SWD, and SES.

Strategy/Activity

Math support for students via tutoring.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Provide Instructional Leadership training for 3 admin to improve overall school improvement as it relates to instruction.

Strategy/Activity

Provide Instructional Leadership training for 3 admin to improve overall school improvement as it relates to 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)
4500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Provide In-Thinking accounts to IB Diploma teachers to improve high quality instruction.

Strategy/Activity

Provide In-Thinking accounts to IB Diploma teachers to improve high quality 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)
1900	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Provide IB Training to as many teachers as possible to improve the quality and rigor of our Middle Years IB Programme for all students.

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 9

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

Strategy/Activity

Provide IB Training to as many teachers as possible to improve the quality and rigor of our Middle Years IB Programme for all students.

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

Amount(s)	Source(s)
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 # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, ELs, FY, SWD, and SED 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 5

Our current graduation rate is 86.4% and is orange. In order to reach blue, we need increase our graduation rate by 5% to reach 91%.

Identified Need

Blair High School's Instructional Leadership Team has determined that all of our students need to be properly tracked and counseled in order to graduate within 4 years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Graduation rate data	86% of our students graduated within 4 years which earned orange on the dashboard. 73.5% of our English learners graduated within 4 years. This was an improvement of .2%.	91% of our students will graduate within 4 years to reach blue on the dashboard. We would like to see an increase of 5% for our English learners.
California Dashboard College and Career data	Currently 38.5% of our students have met the college and career indicator and are at yellow.	We need to improve by 2% to reach yellow. We need to improve 16% to reach blue.
CARPE A-G Tracking System	This year will be our baseline	We want to increase the number of students who are A-G eligible, with a focus on our English learners.

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.

Blair has made small gains towards our graduation rate, but we need to make more improvement.

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

We have a newcomer TOSA now which we believe will help improve our newcomer graduation rate for the current school year and future years.

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

We plan to continue working closely to track our newcomers, continue working with CARPE to track our A-G rate, and continue to build a college going culture on campus.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on first generation students, English learners, FY, SWD, SED.

Strategy/Activity

Provide extra licenses of Acellus to meet the needs of our newcomers which will help improve their graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Identify and focus first generation college students.

Strategy/Activity

Identify and focus on helping our first generation college going students apply to college & FAFSA. Celebration to recognize first generation college going students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	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)

Newcomer students, ELs, SED, FY

Strategy/Activity

Provide original credit summer school for our newcomers.

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)
35,000	Title I Part A: Allocation

Strategy/Activity 4

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

All students, with a focus on newcomers, English learners and SED

Strategy/Activity

Provide a counselor to work with newcomers, English learners and SED students in order to increase their graduation rates.

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

Amount(s)	Source(s)
40,271	Title I Part A: Allocation

Strategy/Activity 5

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

All students with a focus on newcomers, English learners, SWD, FYm and SED

Strategy/Activity

Provide college field trips in order to encourage students to apply to and attend college.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 6

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

All students with a focus on newcomers, English learners, SWD, FY and SED

Strategy/Activity

NJHS and NHS

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)
1000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

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

All students with a focus on newcomers, English learners, SWD, FY and SED

Strategy/Activity

Acknowledge graduating seniors and career prospects for seniors in order to promote college and career goals.

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)
5000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 8

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

All students with a focus on newcomers, English learners, SWD, FY and SED

Strategy/Activity

Professional Learning Community educational book club with a focus on rigorous and engaging teaching for all our students.

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

Amount(s)	Source(s)
2500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 9

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

Sign on the line recognition day for our graduating seniors. All student groups will be recognized.

Strategy/Activity

Sign on the line recognition day for our graduating seniors. All student groups will be recognized.

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)
1000	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 everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 6

Decrease suspension rate for all student populations with a focus on newcomers, English learners, SWD, FY and SED

Identified Need

Our suspension rate has decreased significantly. However, we would like to further decrease our English learner suspensions by 4.8% to reach blue.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard for Suspension	Red on dashboard at 7.4% suspension rate	Decrease suspension rate by 4.8% to reach blue on the dashboard.

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 anticipate that our suspension rate will decrease with the implementation of restorative practices.

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 major funding changes, but a large shift in practices.

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

We will continue to improve school culture through Capturing Kid's Hearts, IB ATL skills, and relationship building via restorative practices.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on newcomers, English learners, SWD, FY and SED

Strategy/Activity

Positive reward incentives

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)
1000	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)

Improve attendance for all students by increasing school spirit and attendance at extra-curricular events.

Strategy/Activity

Provide hourly rate to security at extra-curricular events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4200	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 physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 7

Improve overall school culture and climate to improve behaviors, increase academic output, increase a sense of belonging, and increase school connectedness for all students, with a focus on newcomers, English learners, SWD, FY and SED

Identified Need

Increase school connectedness, improve academic outputs, and decrease behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard for suspensions	Our suspension rate decreased 1% to reach orange.	Decrease suspension rate by 5% to reach blue.
Dashboard for attendance	Our chronic absenteeism rate is currently at 22% which is red on the dashboard.	Improve attendance rates by 3% to reach yellow. Improve attendance rates by 10% to reach green. Improve attendance rates by 17.1% to reach blue.

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.

Our absenteeism rates continue to be high.

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

We saw a small attendance improvement in high school, but our attendance rates in grades 6-8 are still high.

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

We will continue to implement Capturing Kids' Hearts and provide other incentives to keep students engaged and eager to come to school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on ELs, FY, SWD, & SED.

Strategy/Activity

Capturing Kids' Hearts staff refresher.

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)
5250	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 with a focus on ELs, FY, SWD, & SED.

Strategy/Activity

Catalina field trip for 8th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	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 with a focus on ELs, FY, SWD, & SED.

Strategy/Activity

Instructional Leadership Retreat to discuss ways to improve instruction, increase school culture, and better engage with students and families.

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)
2500	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)

Improve use and efficacy of Capturing Kids Hearts (CKH) practices among staff by offering training days led by our own staff Process Champions (PCs) and attended by other teachers who need support in CKHs. Need sub days for both PCs and teachers. 20 subs for 2 days.

Strategy/Activity

Improve use and efficacy of Capturing Kids Hearts (CKH) practices among staff by offering training days led by our own staff Process Champions (PCs) and attended by other teachers who need support in CKHs. Need sub days for both PCs and teachers. 20 subs for 2 days.

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)
4000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

CKH Process Champions will meet for 1 hour after school in order to improve their practices as leads of CKH. This will lead to more engaged classrooms, student behaviors will reduce and attendance will improve.

Strategy/Activity

CKH Process Champions will meet for 1 hour after school in order to improve their practices as leads of CKH. This will lead to more engaged classrooms, student behaviors will reduce and attendance will improve.

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)
5000	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)

Decrease absenteeism for all students.

Strategy/Activity

Certificated Saturday School

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)
6300	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

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

Increase student engagement for students farthest from opportunity as they work towards promotion participation.

Strategy/Activity

Provide promotion readiness classes for students in order to enable them to participate in the promotion ceremony.

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)
8235	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 8

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

Increase student attendance for all students by providing incentives.

Strategy/Activity

Supplement student fees for Grad Nite, Prom, etc.

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)
5000	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 # 5

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 8

Improve overall school culture, increase parent engagement, and provide more opportunities for parents to come to campus.

Identified Need

Increase attendance at back to school night and open house.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will use sign in sheets from our events	This year will serve as our baseline	Increase in parent attendance at school events.

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 believe we had improved attendance at open house, but we need to compare the baseline from this year with next year's 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.

We served food at our open house and created a more user friendly, appealing "showcase" atmoshpere.

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

No major changes.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and parents with a focus on EL, FY, SWD, SED.

Strategy/Activity

ELAC participation will increase by shifting meeting times and locations in order to meet the needs of our parents. We will also provide parent education classes via Pasadena City College this year.

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)
500	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 and parents with a focus on EL, FY, SWD, SED.

Strategy/Activity

Increase participation in Viking Days at the beginning of the school year in order to increase parent portal access, create a warm and inviting environment, and improve school connectedness

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)
5625	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and parents with a focus on EL, FY, SWD, SED.

Strategy/Activity

Provide parent trainings to improve school connection and student outcomes.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

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

Improve parent engagement for parents of all students with a focus on ELs, SPED, and SED.

Strategy/Activity

Increase attendance at BTSN, Open House and other school events.

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

Amount(s)	Source(s)
2000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

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

Improve parent engagement for parents of all students with a focus on ELs, SPED, and SED.

Strategy/Activity

Increase attendance for tours, events, and parent meetings by providing food and incentives for attendance.

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)
4975	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 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	$83871
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	$83871
Other State/Local Funds provided to the school	$134280

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: $218,151

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	134280	0.00
Title I Part A: Parent Involvement	2975	0.00
Title I Part A: Allocation	80896	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	134,280.00
Title I Part A: Allocation	80,896.00
Title I Part A: Parent Involvement	2,975.00

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

4 Parent or Community Members

2 Secondary Students

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2024.

Attested:

Principal, Amy McGinnis on 5/31/2024

SSC Chairperson, Emilio Alban on 5/31/2024

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

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: Blair 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	679	$147,954.10

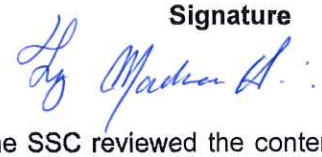
Recommendations and Assurances

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

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

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

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

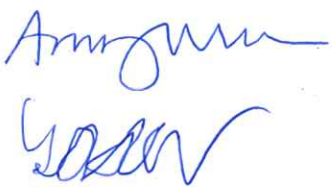
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2024.

Attested:



Principal, Amy McGinnis on 5/31/2024

SSC Chairperson, Emilio Alban on 5/31/2024