School Year: **2026-27**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pasadena High School 2026-2027	19-64881-1936822	5/12/25	June 26, 2025

Purpose and Description

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

Schoolwide Program

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

Pasadena High School's plan for meeting the requirements of the Every Student Succeeds Act (ESSA) is grounded in a comprehensive and collaborative approach that is fully aligned with the district's Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. The school's Single Plan for Student Achievement (SPSA) is developed through meaningful engagement with certificated and classified staff, families, and key stakeholder groups, ensuring that the plan reflects both site-based needs and district priorities.

The SPSA serves as the central framework for improving student outcomes by aligning instructional practices, interventions, and resource allocation with identified areas of need. It prioritizes equitable access and targeted support for all student groups, including English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. Through the coordination of federal, state, and local funding sources, Pasadena High School ensures that programs and services are strategically implemented, monitored, and adjusted to promote continuous improvement and increased student achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. English Language Advisory Committee (ELAC): This group met to discuss academic achievement and support for English Language Learners, opportunities for parent involvement, and community outreach and presentations

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

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

Resource Inequities

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

The Eaton Fire of January 2025 has greatly affected our community including the cities of Pasadena and Sierra Madre and the town of Altadena. More than 100 PHS families lost their homes in the fire. Increased support for social/emotional wellbeing for students, increased support to promote a sense of community, additional academic support are significant needs. This is expected to continue to be an area of concern for the 26-27 school year as many families have not rebuilt their homes.

School Vision and Mission

Pasadena Unified School District Mission Statement

Pasadena Unified School District prepares students for success in an ever-evolving world. We are committed to cultural responsiveness and academic excellence.

Vision Statement

We will transform education to empower students to succeed.

Pasadena High School's Mission Statement

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

Vision Statement

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

School Profile

Pasadena High School was established in 1886. The school has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District and serves students from the communities of Pasadena, Altadena, and Sierra Madre. Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the DATA Academy, which emphasizes and develops students skills and knowledge in Computer Science and Information technology (IT). Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the opportunity to learn more about careers through visits to the City of Pasadena Courthouse, sit in on law classes at Loyola Marymount University, visit the Los Angeles County Museum of Art, and learn about various roles at a technology company, Spokeo. In addition to our College and Career Pathways, students are also part of our French and Mandarin Dual Language Immersion Program (DLIP) and our Math Academy, an accelerated math program that begins in fifth grade and prepares students for college-level mathematics courses in high school. Dual enrollment courses are offered in partnership with Pasadena City College (PCC) and CalTech. Pasadena High School boasts a staff of 91 certificated team members (1 principal, 3 assistant principals, 1 MTSS Coordinator, 4.0 counselors, 2 school psychologists, 1 librarian, 1 school nurse and 76 teachers). More than half of the faculty holds Master's Degrees. Teachers participate in monthly professional development led by administration. Pasadena High School is a Community School, and through that grant we have hired a truancy intervention and prevention specialist, Substance Abuse Prevention and Intervention Specialist and a senior community advocate. In addition, we have expanded tutoring offerings across campus and have started an eSports program through the Community Schools grant. Professional development topics are in collaboration with the Instructional Lead Team.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pasadena High School 2026-2027. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.07%	0.15%	0.33%	1	2	4
African American	11.14%	11.74%	11.11%	151	153	133
Asian	6.57%	7.06%	7.69%	89	92	92
Filipino	2.07%	2.76%	2.92%	28	36	35
Hispanic/Latino	53.95%	53.42%	52.55%	731	696	629
Pacific Islander	0.22%	0.31%	0.25%	3	4	3
White	19.93%	19.11%	19.05%	270	249	228
Multiple/No Response	4.87%	3.99%	4.76%	66	52	57
			Total Enrollment	1355	1303	1197

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	279	328	252
Grade 10	394	263	325
Grade 11	344	373	246
Grade 12	338	339	374
Total Enrollment	1,355	1,303	1,197

Conclusions based on this data:

1. PHS continues to experience a decline in enrollment with 52 fewer students enrolled in the 24-25 school year.
2. The 9th grade class showed an increase in enrollment with 49 more students in the 24-25 school year.
3. Demographics remain constant in the 24-25 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	68	61	62	7.0%	5.0%	5.2%
Fluent English Proficient (FEP)	428	415	365	32.4%	31.6%	30.5%

Conclusions based on this data:

1. Enrollment for EL students decreased during the 24-25 school year by .3%.
2. Enrollment for EL students decreased by a total of 7 students in 24-25.
3. Enrollment for FEP stduents increaedd by .2%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	324	325	355	275	315	322	275	315	321	84.9	96.9	90.7
All Grades	324	325	355	275	315	322	275	315	321	84.9	96.9	90.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2610.	2601.	2594.	32.36	26.03	26.79	33.09	32.38	29.60	15.64	23.49	23.05	18.91	18.10	20.56
All Grades	N/A	N/A	N/A	32.36	26.03	26.79	33.09	32.38	29.60	15.64	23.49	23.05	18.91	18.10	20.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	32.36	29.52	27.73	50.91	54.92	52.65	16.73	15.56	19.63
All Grades	32.36	29.52	27.73	50.91	54.92	52.65	16.73	15.56	19.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	33.82	27.62	26.48	45.45	51.75	52.34	20.73	20.63	21.18
All Grades	33.82	27.62	26.48	45.45	51.75	52.34	20.73	20.63	21.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	19.27	17.78	14.02	70.55	71.11	72.27	10.18	11.11	13.71
All Grades	19.27	17.78	14.02	70.55	71.11	72.27	10.18	11.11	13.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	29.09	25.08	23.36	58.55	58.41	61.37	12.36	16.51	15.26
All Grades	29.09	25.08	23.36	58.55	58.41	61.37	12.36	16.51	15.26

Conclusions based on this data:

1. PHS did not meet the 95% participation rate in CAASPP ELA exam during the 24-25 school year with a participation rate of 90.7%. Students opting out of state testing continues to be an issue.
2. Overall ELA scores of meet and exceeded standards decreased 2.02% to a total of 56.39%.
3. The number of students scoring Standard Not Met in ELA increased by 2.46%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	324	325	355	279	314	325	279	313	324	86.1	96.6	91.5
All Grades	324	325	355	279	314	325	279	313	324	86.1	96.6	91.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2562.	2550.	2547.	15.41	14.38	10.19	15.77	10.22	15.43	25.09	24.60	24.69	43.73	50.80	49.69
All Grades	N/A	N/A	N/A	15.41	14.38	10.19	15.77	10.22	15.43	25.09	24.60	24.69	43.73	50.80	49.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.15	15.65	13.89	32.97	33.55	36.73	45.88	50.80	49.38
All Grades	21.15	15.65	13.89	32.97	33.55	36.73	45.88	50.80	49.38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.56	13.74	12.65	59.14	60.38	56.79	23.30	25.88	30.56
All Grades	17.56	13.74	12.65	59.14	60.38	56.79	23.30	25.88	30.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.77	14.38	12.04	57.35	57.19	58.64	26.88	28.43	29.32
All Grades	15.77	14.38	12.04	57.35	57.19	58.64	26.88	28.43	29.32

Conclusions based on this data:

1. PHS did not met the 95% participation rate in CAASPP Math during the 24-25 school year with a participation rate of 91.5%.
2. Overall Math scores of meet and exceeded standards increased by 1.02%.
3. The number of students scoring Standard Not Met in Math deceased by 1.11%.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1557.0	1540.0	1562.9	1563.1	1537.7	1567.3	1550.6	1541.9	1558.3	18	12	15
10	1565.8	1584.4	1591.8	1565.6	1599.5	1600.6	1565.8	1568.4	1582.5	17	11	16
11	*	1581.4	*	*	1585.7	*	*	1576.6	*	8	15	7
12	*	*	1593.4	*	*	1588.3	*	*	1598.1	4	*	15
All Grades										47	41	53

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.11	0.00	40.00	38.89	50.00	20.00	44.44	33.33	13.33	5.56	16.67	26.67	18	12	15
10	17.65	18.18	50.00	52.94	63.64	25.00	17.65	9.09	12.50	11.76	9.09	12.50	17	11	16
11	*	26.67	*	*	40.00	*	*	26.67	*	*	6.67	*	*	15	*
12	*	*	46.67	*	*	33.33	*	*	6.67	*	*	13.33	*	*	15
All Grades	17.02	17.07	43.40	44.68	48.78	28.30	25.53	24.39	13.21	12.77	9.76	15.09	47	41	53

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	16.67	25.00	46.67	61.11	58.33	26.67	16.67	0.00	20.00	5.56	16.67	6.67	18	12	15
10	35.29	45.45	62.50	47.06	45.45	18.75	5.88	9.09	12.50	11.76	0.00	6.25	17	11	16
11	*	53.33	*	*	33.33	*	*	6.67	*	*	6.67	*	*	15	*
12	*	*	66.67	*	*	20.00	*	*	0.00	*	*	13.33	*	*	15
All Grades	31.91	41.46	58.49	46.81	43.90	22.64	12.77	7.32	11.32	8.51	7.32	7.55	47	41	53

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	5.56	0.00	13.33	16.67	25.00	20.00	50.00	33.33	46.67	27.78	41.67	20.00	18	12	15
10	17.65	9.09	18.75	11.76	36.36	37.50	58.82	45.45	25.00	11.76	9.09	18.75	17	11	16
11	*	13.33	*	*	20.00	*	*	46.67	*	*	20.00	*	*	15	*
12	*	*	13.33	*	*	53.33	*	*	26.67	*	*	6.67	*	*	15
All Grades	12.77	7.32	15.09	14.89	26.83	33.96	51.06	41.46	35.85	21.28	24.39	15.09	47	41	53

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	16.67	0.00	13.33	77.78	83.33	53.33	5.56	16.67	33.33	18	12	15
10	12.50	9.09	31.25	81.25	81.82	50.00	6.25	9.09	18.75	16	11	16
11	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
12	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
All Grades	10.87	2.44	16.98	78.26	80.49	62.26	10.87	17.07	20.75	46	41	53

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	83.33	66.67	86.67	11.11	16.67	6.67	5.56	16.67	6.67	18	12	15
10	88.24	81.82	93.75	5.88	18.18	0.00	5.88	0.00	6.25	17	11	16
11	*	86.67	*	*	6.67	*	*	6.67	*	*	15	*
12	*	*	80.00	*	*	6.67	*	*	13.33	*	*	15
All Grades	82.98	80.49	88.68	10.64	12.20	3.77	6.38	7.32	7.55	47	41	53

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.11	16.67	20.00	61.11	41.67	53.33	27.78	41.67	26.67	18	12	15
10	17.65	27.27	43.75	64.71	54.55	37.50	17.65	18.18	18.75	17	11	16
11	*	13.33	*	*	46.67	*	*	40.00	*	*	15	*
12	*	*	26.67	*	*	60.00	*	*	13.33	*	*	15
All Grades	14.89	17.07	26.42	61.70	48.78	52.83	23.40	34.15	20.75	47	41	53

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	6.67	77.78	83.33	80.00	22.22	16.67	13.33	18	12	15
10	5.88	0.00	6.25	82.35	90.91	81.25	11.76	9.09	12.50	17	11	16
11	*	13.33	*	*	73.33	*	*	13.33	*	*	15	*
12	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
All Grades	6.38	4.88	9.43	76.60	82.93	77.36	17.02	12.20	13.21	47	41	53

Conclusions based on this data:

1. The overall percentage of students scoring at Level 4 increased by 26.33%
2. The overall percentage of students scoring at Level 1 increased by 5.33%
3. The overall percentage of students scoring at Well Developed level in readings increased by 9.35%

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1303	**67.8%**	**4.7%**	**0.8%**
Total Number of Students enrolled in Pasadena High School 2026-2027.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	61	4.7%
Foster Youth	10	0.8%
Homeless	31	2.4%
Socioeconomically Disadvantaged	884	67.8%
Students with Disabilities	206	15.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	153	11.7%
American Indian	2	0.2%
Asian	92	7.1%
Filipino	36	2.8%
Hispanic	696	53.4%
Two or More Races	52	4%
Pacific Islander	4	0.3%
White	249	19.1%

Conclusions based on this data:

1. 67.8% of the student population is Socioeconomically Disadvantaged. A total of 884 students.

2. Homelessness rose .5% to 2.4% for the 24-25 school year. A total of 31 students.

3. SWD make up 15.8% of the student population. A total of 206 students.

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Graduation rates increased by .5% for the 24-25 school year, a total of 94.9% (Green)
2. Suspension rates declined by 2.1% during the 24-25 school year with a 2% suspension rate. (Green)
3. The College and Career indicator decreased by 2.6%, a total of 61% prepared. (Yellow)

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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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.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
4 points below standard	120.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 23.1 points	Declined 26 points	4 Students
332 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.8 points below standard
2 Students	5 Students	Declined 28.2 points
		227 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
135.2 points below standard	50 points below standard	Fewer than 11 students - No Data for Privacy
Declined 39 points	Declined 35 points	0 Students
55 Students	49 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
48 points above standard	27.8 points above standard	18.7 points below standard
Declined 62 points	12 Students	Declined 17.1 points
21 Students		168 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
73.2 points above standard	Fewer than 11 students - No Data for Privacy	7.8 points above standard
Increased 21.3 points	1 Student	Declined 50.1 points
19 Students		63 Students

Conclusions based on this data:

1. All student demographic groups showed decreases in ELA during the 24-25 school year. (Orange)
2. African-American students had a decline of 35 points in ELA during the 23-24 school year. (Red)
3. Students with disabilities had the lowest performance in ELA, declining 39 points to be 135.2 points below standard during the 24-25 school year.(Red)

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
90.2 points below standard	164 points below standard	Fewer than 11 students - No Data for Privacy
Declined 13.5 points	Increased 7.9 points	4 Students
331 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	123.6 points below standard
2 Students	5 Students	Declined 7.8 points
		226 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
191.5 points below standard	153.2 points below standard	Fewer than 11 students - No Data for Privacy
Declined 4.4 points	Declined 6.8 points	0 Students
55 Students	48 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
23.3 points above standard	65.3 points below standard	118.8 points below standard
Declined 13.3 points	12 Students	Declined 12.4 points
21 Students		168 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
18.6 points below standard	Fewer than 11 students - No Data for Privacy	41.4 points below standard
Declined 38.7 points	1 Student	Declined 25.2 points
19 Students		63 Students

Conclusions based on this data:

1. All student demographic groups showed slight decreases in Math during the 24-25 school year. (Orange)
2. African-American and Hispanic student achievement in Math showed decreases of 6.8 and 12.4 points respectively during the 24-25 school year, for a totla of 153.2 and 118.8 points below standrad respectively. (Red)
3. Students with disabilities had the lowest performance in Math, declining 4.4 points to be 191.5 points below standard during the 24-25 school year.(Red)

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
48.4 science points	32.7 science points	Fewer than 11 students - No Data for Privacy
Declined 4.4 points	Declined 2.5 points	5 Students
327 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.5 science points
3 Students	5 Students	Declined 3.8 points
		223 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
34.2 science points	39.5 science points	Fewer than 11 students - No Data for Privacy
Increased 4.2 points	Declined 3.2 points	0 Students
51 Students	43 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
58.1 science points	41.4 science points	44.9 science points
Declined 11.6 points	13 Students	Declined 3.1 points
23 Students		170 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
64.1 science points	Fewer than 11 students - No Data for Privacy	58.5 science points
Increased 12.1 points	2 Students	Declined 4 points
18 Students		57 Students

Conclusions based on this data:

1. Several student demographic groups showed slight decreases in Science during the 24-25 school year, with a total 4.4 point decline overall. (Orange)
2. Asian students had the largest decline in student achievement in Science with a decrease of 11.6 points. However, they remain the 2nd highest scoring subgroup with 58.1 points.
3. Students with disabilities student achievement increased by 4.2 points in the 24-25 school year (Orange)

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
60.5 making progress.	60.6 making progress.
Number Students: 43 Students	Number Students: 33 Students

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.

2025 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
19%	16.7%	2.4%	59.5%

Conclusions based on this data:

1. 59.5% of ELs made progress in at least 1 ELPI Level in the 24-25 school year. This is a 4.5% increase.
2. 60.6% of LTELS made progress in the 24-25 school year.
3. 19% of ELs decreased 1 ELPI level in the 24-25 school year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

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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.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
Prepared 61%	Prepared 19.4%	Prepared 20.8%
Declined 3.6%	Increased 19.4%	Increased 20.8%
349 Students	31 Students	24 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Prepared 35.7%	Prepared 53.2%
4 Students	Declined 8%	Declined 5.1%
	28 Students	263 Students

Students with Disabilities	African American	American Indian
		
Orange	Green	No Performance Color
Prepared 25.5%	Prepared 52.3%	0 Students
Maintained -1.5%	Increased 16.2%	
51 Students	44 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
Prepared 65%	Fewer than 11 students - No Data for Privacy	Prepared 55.6%
Declined 20.7%	9 Students	Declined 4.9%
20 Students		171 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
Prepared 64.3%	Fewer than 11 students - No Data for Privacy	Prepared 73.8%
Declined 5.3%	2 Students	Declined 10.1%
14 Students		84 Students

Conclusions based on this data:

1. 61% of students were college and career prepared in the 24-25 school year..
2. 53.2% of Socioeconomically Disadvantaged students were college and career prepared in the 24-25 school year.
3. The gap between all students 61% and our largest subgroups has narrowed significantly in the 24-25 school year: Socioeconomically Disadvantaged 53.2%, African American 52.3% and Hispanic 55.6%. Our African-American subgroup improved 19% by having 33.3% prepared in 23-24 to 52.3% prepared in 24-25. Our Students with Disabilities subgroup has the biggest achievement gap with 25.5% prepared.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

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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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	3

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	 No Performance Color
94.9% graduated	87.5% graduated	87.5% graduated
Maintained 0.4%	Maintained -0.7%	Declined 12.5%
350 Students	32 Students	24 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	96.6% graduated	94.3% graduated
4 Students	Maintained -0.3%	Maintained 0.6%
	29 Students	264 Students

Students with Disabilities	African American	American Indian
 Green	 Blue	 No Performance Color
88.2% graduated	95.5% graduated	0 Students
Increased 5.4%	Increased 9.3%	
51 Students	44 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
80% graduated	Fewer than 11 students - No Data for Privacy	96.5% graduated
Declined 12.9%	9 Students	Maintained 0.3%
20 Students		171 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
92.9% graduated	Fewer than 11 students - No Data for Privacy	95.2% graduated
Increased 1.6%	2 Students	Declined 3.1%
14 Students		84 Students

Conclusions based on this data:

1. 94.9% of all students graduated in the 24-25 school year.
2. The was an increase in the graduation rate of the African-American subgroup of 9.3% to a total graduation rate of 95.5% in the 24-25 school year.
3. The was an increase in the graduation rate of the Students with Disabilities subgroup of 5.4% to a total graduation rate of 88.2% in the 24-25 school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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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.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	7	3

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Green
2% suspended at least one day	2.8% suspended at least one day	4.2% suspended at least one day
Declined 2.1%	Declined 10.2%	Declined 13.7%
1364 Students	72 Students	48 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
30% suspended at least one day	2.8% suspended at least one day	2.5% suspended at least one day
Increased 7.8%	Declined 2.5%	Declined 2.5%
20 Students	36 Students	952 Students

Students with Disabilities	African American	American Indian
 Yellow	 Green	 No Performance Color
8.1% suspended at least one day	3.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.7%	Declined 1.1%	4 Students
235 Students	160 Students	

Asian	Filipino	Hispanic
 Blue	 Blue	 Green
0% suspended at least one day	0% suspended at least one day	2.5% suspended at least one day
Maintained 0%	Maintained 0%	Declined 3.2%
94 Students	36 Students	730 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Blue
1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.4% suspended at least one day
Maintained 0.2%	4 Students	Declined 1.4%
74 Students		262 Students

Conclusions based on this data:

1. 2% of all students were suspended in the 24-25 school year. this is a 2.1% decrease. (Green)
2. 30% of Foster Youth were suspended in the 24-25 school year. This is a 7.8% increase from the 24-25 school year. (No Color, small sample size)
3. All other subgroups maintained a 0% suspension rate or decreased their suspension rate in the 24-25 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Students will increase academic achievement as demonstrated by increased CAASPP scores in ELA and Math, increased CAST scores in Science and increased passage of AP tests.

Identified Need

There is an identified achievement gap in math among our highest student group and the following student groups: African American (146.4 points below standard), Socioeconomically Disadvantaged (115.8 points below standard), Hispanic (106.4 points below standard) , and Students with Disabilities (187.1 points below standard). There is an identified achievement gap in ELA among our highest student group and the following student groups: African American (15 points below standard), Socioeconomically Disadvantaged (3.6 points below standard), Hispanic (1.6 points below standard) , and Students with Disabilities (96.2 points below standard).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Scores:	90.2 points below standard	80.2 points below standard
ELA CAASPP Scores:	4 points below standard	6 points above standard
CAST	48.4 science points	58.4 science points

Annual Review

SPSA Year Reviewed: 2025-26

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.

Learning Walks were expanded this year to include interdisciplinary teams, MTSS teams and a Classified team. Each team included 1 admin and 1 Counselor in addition. The focus was looking for evidence of student engagement and academic discourse. We saw an overall increase in student engagement and academic discourse in classes of the teachers that participated in learning walks both as observers and those observed. The ELA and Science department utilized the substitute funding to collaborate and align curriculum and instructional strategies.

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

The funds allocated for professional development were not fully utilized. The math teachers did not attend the CMC conference as planned and not as many teachers attended the AP conference.

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.

Student tutors will be recruited and trained to assist English Learners in core classrooms.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will be provided with materials, books (Novels, Junior Library Guild), supplies to improve academic performance for subgroups and all students. Science teachers will be provided funds for lab materials. Materials and Supplies for ELD Teachers. All materials and supplies are supplemental to the classroom curriculum.

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)
80808	Title I Part A: Allocation
	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 EL student subgroup

Strategy/Activity

Staff will be provided ongoing professional development through professional conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

10000	Title I Part A: Allocation

Strategy/Activity 3

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

All students

Strategy/Activity

Substitute pay for SY 2026-2027 to collaborate in departmental pull-out planning days and to participate in learning walks.

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)
30108	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

Strategy/Activity

AP Fee Waivers to reduce AP test fees from $99 to $15 for FRLP qualified 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)
20000	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)

English Learners

Strategy/Activity

EL student tutors will be provided with training (Teacher Supplemental Pay-Training EL Tutors)

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)
543	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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 2

African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities will increase attendance rates and decrease chronic absenteeism.

Identified Need

Five of our student groups have been identified for differentiated assistance by the California Department of Education due to meeting specific eligibility criteria. The groups that are identified with chronic absenteeism challenges include African American (32.12%), English Learners (27.08%), Foster Youth (53.85%), Homeless Youth (42.31%), and Students w/Disabilities (36.1%). Differentiated Assistance in California is a targeted, Level 2 support within the state's System of Support for public education. (Current 25-26 Data through month 8)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism rate	25.93%	7%
Attendance Percentage	91.98%	94%
African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities Absenteeism rate	African American (32.12%), English Learners (27.08%), Foster Youth (53.85%), Homeless Youth (42.31%), and Students w/Disabilities (36.1%)	7%

Annual Review

SPSA Year Reviewed: 2025-26

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.

New Goal, no previous data to analyze.

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

New Goal, no previous data to analyze.

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.

New Goal, no previous data to analyze.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities

Strategy/Activity

Establish an attendance improvement team, including truancy specialist, admin attendance clerk, counselors, senior community advocate, MTSS coach and admin to review student data.

The attendance Team will present at each MTSS meeting to review data and ask the MTSS team for feedback and strategies.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities

Strategy/Activity

Attendance Incentives such as Bulldog Bucks prizes, Bulldog Attendance Improver incentives and prizes.

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 3

Students to be Served by this Strategy/Activity

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

African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities

Strategy/Activity

Transportation for students to attend College and Career field trips in order to increase engagement and interest in 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)
2000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 3

Students will be positively engaged in school and demonstrate consistent attendance, involvement in a variety of electives and extracurricular activities, respectful behavior, low disciplinary incidents and on track to graduate.

Identified Need

Suspension Rates for Foster Youth (30%) and Students with Disabilities (8.1%) were over identified in comparison to all students at 2%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2% of all students suspended	1% of all students suspended
Suspension Rate-Students with Disabilities	8.1% of SWD suspended	2% of SWD suspended
Suspension Rate-Foster Youth	30% of Foster Youth suspended	5% of Foster Youth suspended
Graduation Rate	94.9% graduated	96%
Graduation Rate-Students with Disabilities	88.2% graduated	90% graduated
Attendance	91.98%	94%
Chronic Absenteeism	26%	7%

Annual Review

SPSA Year Reviewed: 2025-26

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.

Several MTSS incentives such as Bulldog Bucks prizes, Bulldog of the Month, Bulldog of the Year, Principal's Honor Roll were successfully implemented. Students, families and staff bought into the positive incentives. We started a Peer Mediation program. Western Justice Centered trained and

supported our Peer Mediators. The 3 Project Aides were hired and at-risk activities such as vaping and fighting were reduced. Suspension rate was significantly reduced and is currently at 1.36% the lowest in PHS history.

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

All strategies and activities were implemented as planned.

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 increase from 3 to 4 project aides due to the reduction of district funded positions. We've added activities that our Community Schools team will be supporting with Attendance and Wellness initiatives.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support and intervention systems will be utilized to support students struggling with attendance, academics and Socio-emotional challenges. We will purchase materials, supplies, snacks and incentives to support restorative circles, and Mentorship program, Bulldog of the month, Bulldog of the Year, Principal's Honor Roll, Career Day, engaging elective courses, clubs and other MTSS activities, assemblies and rallies.

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)
26125	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The school will hire four Student Support and Activity Aides to provide supplemental student supervision and support in high-need areas of the campus, including common areas, locker rooms, and restrooms, in order to promote a safe, orderly, and supportive learning environment. These aides will assist with student engagement, campus climate, attendance-related supports, and

schoolwide activities aligned to SPSA Goals 1–4. This supplemental support is intended to reduce barriers to student participation, increase student connectedness, and support improved academic and behavioral outcomes for students identified through the school's comprehensive needs assessment.

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)
79,053	LCFF Supplemental and Concentration (S/C)
26351	Title I Part A: Allocation

Strategy/Activity 3

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

All students

Strategy/Activity

We will improve Tier I instruction by creating a library space that is conducive to student engagement and that encourages teachers to use it as a learning space. This will be done by continuing to transform the library into a more collaborative space by purchasing collaborative tables for student use. This will promote more student engagement for classes that utilize the library.

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

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

Strategy/Activity 4

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

All students

Strategy/Activity

We will increase participation and engagement of students in performance arts education through the purchase of music equipment and supplies, Film streaming service, AWARDS USA Expedition and adventurous journey equipment, transportation and staffing. We will pay teachers to run summer performing arts camps to increase students in the marching band, drama, other fine arts classes and AWARDS USA.

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)
29,762	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

Strategy/Activity

Sr.Community Advocate and Truancy Specialist will support students struggling with attendance by providing check-ins, home visits, and referring students and families to resources and services to support attendance.

Sr.Community Advocate and Truancy Specialist will provide lunch activities such as Wellness Wednesdays to increase student engagement and offer opportunities for students to build relationships with community partners and staff.

The MTSS Team will meet weekly to discuss schoolwide MTSS efforts, including how to support student progress, address challenges, and reinforce student engagement and attendance 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)

Strategy/Activity 6

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

All students

Strategy/Activity

Provide transportation for Non-academy field trips for programs such as ELs, Drama, Ethnic Studies, SpEd, College/Trade School trips, Middle School Drama Elliot, Sierra Madre), Motivational FTs for subgroups on Differentiated Assistance list.

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

Amount(s)	Source(s)
18000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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 4

Provide students and families with tools and activities they can apply toward college readiness that will lead to increases in a-g completion, reclassification rates, FAFSA completion, and increased attendance at parent meetings.

Identified Need

Resources, training, and experiences are needed for students and parents to increase their knowledge of how to improve grades, a-g completion, reclassification rates, FAFSA completion, and college search.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at ELAC monthly meetings.	5 of fewer families in attendance	7 or more families in attendance
College/Career Indicator (CA SCHOOL DASHBAORD)	61% prepared	64% prepared
Students a-g eligible after S1 and S2 in 9th, 10th, 11th, 12th (i.e. credits attempted v. credits earned with C or higher.)	Our current rate of a-g eligible students is 56%	60%

Annual Review

SPSA Year Reviewed: 2025-26

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 had great attendance and participation in PTSA and SSC. PTSA had 12 board members. ELAC struggled with an average of 3 parents in attendance. We tried morning meetings but the attendance was similar.

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

We were planning to attend a CABE mini conference but there was no interest .

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

We are planning a parent field trip to Cal State LA for parents of potential First-Generation college students. We will prioritize parents/caregivers of African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities (Differentaited Assistance list).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities (Differentiated Assistance list)

Strategy/Activity

We are planning a parent field trip to Cal State LA for parents of potential First-Generation college 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)
	Title I Part A: Parent Involvement
2000	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide materials and supplies for parent meetings and gatherings such as ELAC, SSC, AAPC, PTSA, Back-To-School Night, Open House

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)

1500	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Materials and supplies for school program promotional materials for parents to receive during counselor visits, pathway meetings/events, ELAC, SSC, PTSA, AAPC, school tours, and other school events where parents attend.

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)
1155	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)

English Learners

Strategy/Activity

Overtime for Clerical Bilingual Translation

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)
1482	Title I Part A: Allocation

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	$193947
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$193947
Other State/Local Funds provided to the school	$149940

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: $343,887

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	149940	0.00
Title I Part A: Parent Involvement	5511	856.00
Title I Part A: Allocation	188436	-856.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	149,940.00
Title I Part A: Allocation	189,292.00
Title I Part A: Parent Involvement	4,655.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Eric Barba	Principal
Martin O'Connor	Classroom Teacher
Amanda Hillig	Classroom Teacher
Laurian Roggenkamp	Classroom Teacher
Matthew Smith	Classroom Teacher
Vivian Huang	Other School Staff
A. Lamond	Secondary Student
J. McWade	Secondary Student
F. RodriguezSantacruz	Secondary Student
Essam Alkhadra	Parent or Community Member
Aimee Cunningham	Parent or Community Member
Aimee Gibbs	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/25.

Attested:

	Principal, Dr. Eric Barba on 5/11/26
	SSC Chairperson, Sam Alkhadra on 5/11/26

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).

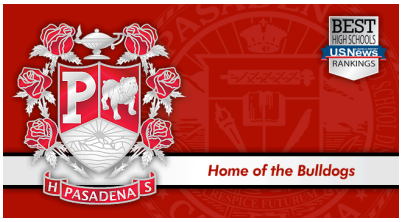
Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

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



SSC Meeting Agenda

School Site: **Pasadena High School** Meeting Date: **May 11, 2026**

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
Call to Order		• Informational
Public Input	Public Comment on Agendized Items	
Review of April Minutes	Review and approval PHS.SSC.minutes.04.20.26 PHS	• Informational • Discussion • Approval
SPSA	Review and Approve SPSA	• Informational • Discussion • Approval
Discuss Elections for 26-27 SSC	Review Membership. Who will return for the 2nd year of their term? Which seats will become vacant? • *four (4)* classroom teachers • *one (1)* other school staff members • three (3) parents or community members • three (3) students • The school principal	• Informational • Discussion
Enrollment Update	9: 357 10: 278 (254 current 9th) 11: 328 (310 current 10th) 12: 236 (231 current 11th) Total In Progress: 1,199	• Informational
School Tours	May 8th: 22 Families May 15th: 26 Families	• Informational
Community Schools	April Zavalza: Community School: Pasadena HS Survey Analysis and Feedback 2025	• Informational • Discussion

SSC Members transition	Farewell to our Senior SSC members, parents and staff.	
Closure		

Next Scheduled SSC Meeting Date: TBD Fall

Time: 5:30 p.m.-6:30 p.m.

Room: Pasadena High School Library (Hybrid Format)

Google Meet: https://meet.google.com/sct-uakp-gku?hs=122&authuser=0

Date Posted: 5/6/26

PASADENA HIGH SCHOOL

SCHOOL SITE COUNCIL (SSC)

May 11, 2026

A Meeting Of The PHS (The "Council") Of Pasadena High School (PHS) Was Held via Google Meets and in the PHS Library on behalf of PHS, Located At 2925 E. Sierra Madre Blvd. Pasadena, Ca 91107, At 5:30 P.M. On May 11, 2026, For The Purpose Of Reviewing The Affairs Of And to Transact Such Other Business That May Come Before The Council. Sam Alkhadra Called The Meeting To Order And Noted The Presence Of A Quorum Of Members Of The Council In Attendance: Eric Barba, Sam Alkhadra, Vivian Huang, Martin O'Connor, Matthew Smith, Aimee Gibbs, Aimee Cunningham, and Franco Rodriguez Santacruz**.**

I. Welcome and Introductions

- The meeting started at 5:32 PM. Agenda reviewed.
- April 20, 2026 minutes projected for review. Mr. O'Connor motioned, and member Mr. Alkhadra seconded to approve the minutes. April minutes approved.

II. Principal Updates:

- *SPSA Updates-*
  - Dr. Barba reviewed the SPSA goals and a small revision was recommended on adding English learners, foster youth, and homeless youth to Goal #2, pg. 32.
  - Budget update: One more project aide added due to the original proposal of 3.

  Team reviewed, discussed, and approved the School Plan for Student Achievement for SY 26-27. Mr. O;Connor made the motion and Mr. Alkhadra seconded the motion. All members voted to approve.

- *Discuss Elections for 26-27 SSC-*
  - *four (4)* classroom teachers

    Matthew Smith

    Benedict Hillig

    2 Vacancies
  - *one (1)* other school staff members

    1 Vacancy
  - three (3) parents or community members

    Aimee Gibbs

    2 Vacancies
  - three (3) students

    Megan Vuong

    Allison Leo

    Sienna Park

- The school principal
  Eric Barba

- *Enrollment Updates* (Review Application Numbers on Schoolmint)
  9: 357
  10: 278 (254 current 9th)
  11: 328 (310 current 10th)
  12: 236 (231 current 11th)
  Total In Progress: 1,199
  Dr. Barba shared updates on the Night School Tours on May 8th- there were 22 Families attended; There are 26 families signed up for May 15th school tour.

III. Other Business

- Community Schools representative reviewed the survey for 2025:
  - The presentation provides an overview of survey data collected from students, parents, and staff to evaluate the school climate, academic support systems, safety, and overall sense of belonging within the school community. The findings highlight both encouraging progress and key areas needing continued attention and growth. Team shared that although valuable, this survey data was from 2025, which may not be as applicable given it's close to the end of the school year. Team asked if the survey results from this year can be shared earlier next year. The feedback will be shared with the coordinator of the Community Schools.

- This is the last SSC meeting for SY 25-26.
- New SSC ballot will be sent out once we have the new freshmen parent contact information

Next Meeting: September, 2026
Meeting Time: 5:30 pm to 6:40 pm, and will be a hybrid format.
The Meeting Was Adjourned At 6:25 PM
Submitted by: Vivian Huang, Secretary

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Pasadena High School	**Principal:**	Dr. Eric Barba
School Number:	084	**Counselor:**	Barajas, Rodas, Silverstein, Tran, Zarabia
Date Completed:	4/24/26	**Principal Signature:**	

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
25.33%	10%	7%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Truancy Specialists, Academic Counselors, Admin, MTSS Coach, and Attendance Clerk monitor school attendance by checking Panorama, Aeries, and the Student Attendance Data report provided by CWA. Truancy Specialist conducts weekly check in with students and completes attendance reviews and grade checks, all updates are put into Panorama Data Base.	Support staff reviews data on a weekly basis to monitor student progress. Weekly Check ins Monthly MTSS Meetings	Significant decline of students identified as chronically absent and an increase in overall school attendance

	MTSS team will meet to review attendance data and effectiveness of attendance plan for all students **Differentiated Assistance** for targeted subgroups. (**African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities**). Attendance Team (Truancy Specialist, Admin, MTSS Coach, Senior Community Advocate, Attendance Clerk, Counselors) will review data and determine supports for subgroups. They will also evaluate effectiveness of attendance strategies and make changes as necessary	Bi Weekly Meetings for Attendance Team and Review of data at monthly MTSS meetings	Significant decline in chronic absenteeism for African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Establish an attendance improvement team, including truancy specialist, admin attendance clerk, counselors, senior community advocate, MTSS coach and admin to review student data Attendance Team will present at each MTSS meeting to review data and	Bi-Weekly Monthly	Significant decline of students identified as chronically absent and an increase in overall school attendance

	ask MTSS team for feedback and strategies		

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Truancy Specialists meet one on one with students to determine barriers and implement support. Truancy specialist conducts SART meetings with guardians.	Daily	Significant decline of students identified as chronically absent and an increase in overall school attendance
	Attendance Incentives such as Bulldog Bucks, Bulldog of the Month awards for Attendance	Daily for Bulldog Bucks/Monthly for Bulldog of the month	
	Differentiated Assistance for targeted subgroups (**African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities**) These students will be immediately placed on truancy specialist	Daily Check ins with students and weekly review of attendance for these sub groups by attendance improvement team	Significant decline in chronic absenteeism for African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities

	and senior community advocate's caseload. Incentives for differentiated assistance groups. Lunch awards and recognition for targeted students with Truancy Specialist, Senior Community Advocate, and MTSS Coach Prizes such as gift cards and ice cream parties	Monthly Incentives	
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Blackboard connect notices, attendance team calls families directly. Team schedules parent meetings. Email and text truancy notifications. Home visits by Truancy Specialist and Senior Community Advocate when family communication is unsuccessful. **Differentiated Assistance** for targeted subgroups (**African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities**) Truancy Specialist, Senior Community Advocate, and attendance clerk will reach out through	Weekly Weekly outreach to families of subgroups	Significant decline of students identified as chronically absent and an increase in overall school attendance Significant decline in chronic absenteeism for African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities

	person meetings, phone and email to parents of AA and SWD students who are having attendance issues		

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Utilize resources provided through Community Schools partnership most notably, Truancy Specialist and Senior Community Advocate to address the needs of students and families at risk of chronic absenteeism. Create attendance plans/goals for students with Chronic absenteeism reach out to families via phone, email, or in person meetings **Differentiated Assistance** for targeted subgroups (**African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities**) Truancy Specialist and Special Education case carriers will	Daily Monthly Check ins Monthly Check ins	Significant decline of students identified as chronically absent and in increase in overall school attendance Significant decline in chronic absenteeism for African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities

	create attendance plans for AA students and SWD who have chronic absenteeism		
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Determine short/long term goals. Daily Check In acknowledging and reinforcing student progress on attendance goals, through Truancy Specialist, Senior Community Advocate, Admin, Counselors, Attendance Clerk, and MTSS Coach **Differentiated Assistance** for targeted subgroups (**African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities**) Truancy Specialist and SPED case carriers will check in during in person meetings, IEPS, SSTs, 504 Plans and daily through advisory to help students monitor progress on their attendance plan goals.	Daily Daily	Significant decline of students identified as chronically absent and in increase in overall school attendance Significant decline in chronic absenteeism for African American, English Learners, Foster Youth, Homeless Youth, and Students w/Disabilities





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

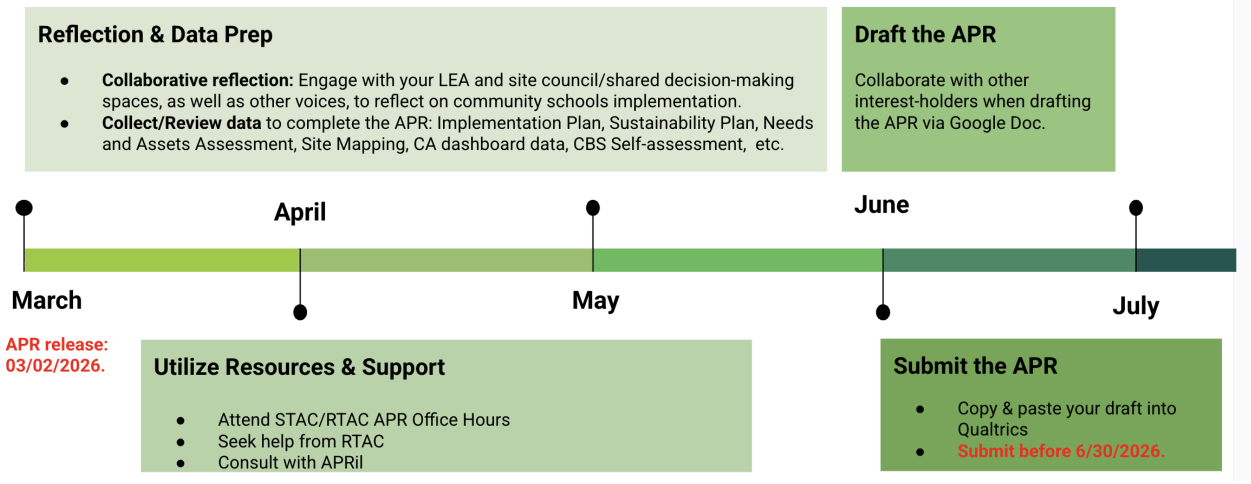
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles _____
Cohort	▼Cohort 2 _____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679 _____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

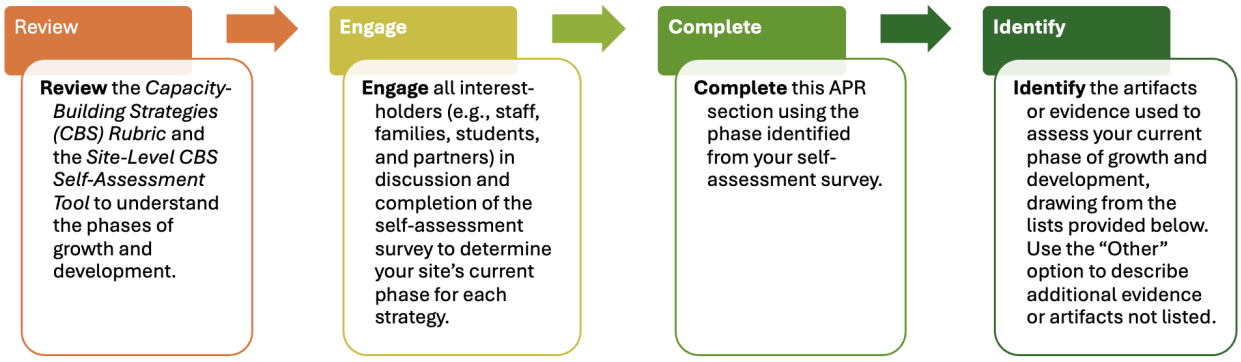
Name: Dr. Eric Barba
Job Title: Principal
Email: barba.eric@pusd.us
Phone number: (626) 396-5880

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☐ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☑ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☑ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☑ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☑ Committee by-laws
- ☐ Team mapping
- ☑ Formal agreements
- ☑ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☐ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☑ Roles and responsibilities document that includes a process for ongoing revision
- ☑ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☑ Long-term funding plan or sustainability roadmap developed with LEA.
- ☑ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate and Truancy Specialist) participate in restorative practices, trauma-informed, first aid, Attendance Strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☐ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☑ Partners participation in school events
- ☑ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☑ Increased reports of student and family well-being
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☐ Other (Write-In):

Community School Partnership Committee evaluates School Needs and Assets Assessment, Principal and Partner Mixer. Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

This year, Pasadena High School made meaningful progress in strengthening Collaborative Leadership through the intentional development of relationships and shared responsibility among students, families, staff, and community partners. Through the support of the California Community Schools Partnership Program (CCSPP), we continued building systems and structures that promoted collaboration, trust, and collective problem-solving focused on student success.

One of the greatest accomplishments this year was the strengthening of partnerships between school staff and community organizations to better support the academic, social-emotional, and wellness needs of students. Through regular collaboration with organizations such as Communities in Schools, Day One, Flintridge Center, Pasadena Public Library, and Pasadena City College, students gained increased access to mentorship, mental health services, dual enrollment opportunities, wellness programming, and enrichment activities. Wellness Wednesdays and student engagement activities also created opportunities for students to interact directly with partners and provide feedback about the supports and resources most beneficial to them.

We also learned the importance of creating consistent opportunities for families and educational partners to engage with the school community. Through SSC, ELAC, PTSA,

Community School meetings, and parent workshops, families increasingly became active participants in conversations regarding school climate, attendance, student wellness, and academic support. Open communication and relationship-building helped foster greater trust and collaboration across stakeholder groups.

This progress was made possible through the CCSPP by providing the staffing, coordination, and framework necessary to strengthen partnerships and align resources to student needs. The work this year reinforced that collaborative leadership is most effective when all stakeholders feel heard, valued, and connected to a shared vision focused on supporting every student at Pasadena High School.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify:
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	Other (Write-In)
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☐	☐	☑	☑	☑	☑	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☐	☑	☐	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☐	☐	☐	☑	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☐	☑	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☐	☑	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☐	☐	☐	☐	☑	☑	CSPC

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Pasadena High School actively engages educational partners to support the academic, social-emotional, and wellness needs of students through a collaborative community school model. The Community School Coordinator regularly communicates school priorities and goals with partners to ensure alignment of services and supports. Student voice is also central to the partnership process, as students engage directly with community partners during field trips and Wellness Wednesdays, providing valuable feedback to the site coordinator and MTSS coach regarding programs, services, and emerging needs. Additionally, the Senior Community Advocate participates in partnership meetings to strengthen relationships and ensure partners remain informed about the school community's needs and assets.

PHS collaborates with several professional development partners to strengthen schoolwide systems and supports. Communities in Schools assists with implementing community school practices, including needs assessments, case management, data management, and school support planning. Western Justice Center supports restorative practices implementation, while Flintridge Center provides gang intervention and prevention training and services.

Expanded learning partnerships provide students with opportunities beyond the school day. Pasadena City College Dual Enrollment allows students to earn both college and high school credits on campus. Additional partners such as the Boys & Girls Club of Pasadena, College Access Plan, Pasadena Educational Foundation, Pasadena Public Library, Upward Bound, UCLA VIPS, Life Builders, and Day One provide tutoring, mentorship, college readiness support, volunteer opportunities, enrichment activities, and family workshops.

Health and wellness partnerships further support the whole child. In collaboration with PUSD Health Programs and Student Wellness and Support Services, partners including Young & Healthy, Vision to Learn, Planned Parenthood Pasadena/San Gabriel Valley, LA County Department of Public Health, THRIVE, STARS, Day One, Flintridge Center, and the American Heart Association provide mental health counseling, mentorship, health screenings, wellness education, and life skills programming to support student well-being and success.

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Students with disabilities	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49%

	• 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Home Visits and Communication occur through weekly/daily check-ins/phone calls, school events, restorative practices, tutoring, providing services and resources, and providing a safe space. Provide students/families with basic needs and tier II and III supports when needed.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☑	☐
Before School (times/services)	☑	☐
After School (times/services)	☑	☐
Summer Programs	☑	☐
During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☑	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☑	☐
Positive Behavioral Supports	☑	☐

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
Coordination of services to provide health and wellness resources to students and	Previously…	*1170*	N/A	N/A		Other		COST Team, Wellness Ctr., Case Management

families								
Professional development in cross–cultural learning curriculum, positive school climate	Previously…	N/A	78	N/A		Title I		Restorative Practices
Program partners for expanded learning opportunities in enrichment, mentorship, and student mental health supports	Previously…	1170	N/A	N/A		Expande…		Monthly Wellness Event, Cultural Enrichment.
Establish afterschool E-sports program to support 21st century learning and media/ IT career opportunities	Previously…	20	N/A	N/A		Expande…		After-school club, class integration.
Tutoring Intervention	Previously…	40 (1170)	N/A	N/A		Local Co…		Vendor and staff provide tutoring.

After-school and summer enrichment programs and activities.	Previously…	33	N/A	N/A		Expande…		Driver's Education

Note:
**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1:	☑ Yes ☐ No	☐ Attendance & Absenteeism Reduction	decrease chronic absenteeism by 3%	Tier I activities: Check-ins, Home visits, Increase communication with families Progress monitoring.
Goal 2:	☑ Yes ☐ No	☐ Family & Community Engagement	increase parental participation in ELAC	Guest speakers, informational meetings on CS, parent portal instructions/ workshops, and communication through flyers, text, phone calls, and emails.
Goal 3:	☑ Yes ☐ No	☐ Academic Achievement & Student Learning	increase the reclassification rate of English Learners	Tutoring, check-ins, academic counseling, and supplemental English classes provided by community partners,

				communication with parents.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Chronic absenteeism rates	CA Dashboard	28.2%	25.2%	23.8%	20.8% Actual: TBD
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ Other locally determined measures	ELAC Parent/Guardian Sign In	5 Parents	5 Parents	8 Parents	10 Parents Actual
Goal 3: If you have more than one metric for Goal 3, please add here.	☐ Other locally determined measures	PUSD LMS Data System: AERIES	17 students reclassified; 53 students EL students 32% of EL Students reclassified	9 students reclassified; 35 EL Students 25.71% of EL Students reclassified	8 students reclassified; 63 EL Students 12.69% of EL Students reclassified	21 students reclassified; 64 EL Students 33% of EL Students reclassified

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

For Goal 1, Pasadena High School demonstrated meaningful progress in reducing chronic absenteeism during the 2025-2026 school year. Chronic absenteeism decreased from 25.93% in 2024-2025 to 21.84% in 2025-2026, reflecting a 4.09 percentage point improvement. This progress indicates that strategies such as restorative practices, increased student engagement opportunities, attendance monitoring, family outreach, and coordinated student supports positively impacted student attendance. The improvement also reflects stronger collaboration between administration, counseling, the Community School team, and support staff in identifying and addressing barriers to student attendance. While progress was significant, the data also highlighted the importance of continuing proactive attendance interventions and strengthening partnerships with families to further reduce chronic absenteeism and improve overall student engagement and connectedness to school.

For Goal 2, ELAC parent participation increased from eight participants in 2024-2025 to ten participants in 2025-2026. This growth reflected increased outreach efforts, bilingual communication, and intentional relationship-building with families. Based on this progress, Pasadena High School plans to continue expanding parent engagement opportunities by increasing leadership training and creating more accessible opportunities for family involvement to reach the goal of ten participating parents.

For Goal 3, English Learner reclassification data demonstrated significant growth and success during the 2025-2026 school year. In 2024-2025, Pasadena High School reclassified 8 students out of 63 English Learners, resulting in a 12.69% reclassification rate. In 2025-2026, the school reclassified 21 students out of 64 English Learners, increasing the reclassification rate to 33%. This substantial improvement reflected the effectiveness of targeted interventions and supports for English Learners, including increased progress monitoring, focused academic support, collaboration between counselors and teachers, and intentional outreach to students and families regarding reclassification criteria. Based on these positive outcomes, Pasadena High School plans to continue strengthening supports for English Learners through ongoing data analysis, targeted instruction for Long-Term English Learners, and continued collaboration among teachers, counselors, and support staff to sustain and build upon this success.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☑	☐	☐	☑	☐

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

Significant progress was also made in strengthening positive school culture and student engagement since the implementation of the CCSPP grant. Schoolwide recognition systems, including Bulldog of the Month for students and staff, Honor Roll celebrations, attendance incentives, and the implementation of Bulldog of the Year, helped reinforce positive behavior and school connectedness. During the 2025–2026 school year, 748 Bulldog of the Month certificates were awarded to 493 different students, demonstrating broad student engagement and recognition across campus.

These efforts contributed to measurable positive outcomes across the school community. PHS maintained one of the lowest suspension rates among secondary schools in the district, 1.36%, experienced reduced discipline referrals, and had no expulsion recommendations during the school year. Student attendance also improved from 91.88% during the 2024–2025 school year to 93% during the 2025–2026 school year as of Month 8, reflecting a 1.02% increase in attendance. Chronic Absenteeism, while admittedly a significant area in need of

improvement, nevertheless decreased from 25.93% during the 2024–2025 school year to 21.84% during the 2025–2026 school year as of Month 8, reflecting a 4.09% decrease in attendance. Overall, the work completed under the collaborative leadership through the CCSPP grant and other strategic initiatives strengthened staff capacity, improved systems of support, and fostered a more positive, connected, and supportive learning environment for all students.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☑ ~~Student Learning Supports and Environment~~
- ☐ Centering Community-based Learning
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☑ ~~Family and Community Engagement~~
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☑ ~~Community Schools Sustainability~~
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☑ ~~Assistant Principal (if applicable)~~
- ☑ ~~Community Schools Coordinator(s)~~
- ☑ ~~School Counselor/Social Worker/Psychologist~~
- ☑ ~~Teacher(s)~~
- ☑ ~~Instructional Coach(es) (if applicable)~~
- ☑ ~~Other staff~~
- ☑ ~~Student(s)~~
- ☑ ~~Parent/guardians(s)~~
- ☑ ~~Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)~~
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☑ ~~Useful~~
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://phs.pusd.us/academics/special-programs/community-schools-initiative/community-schools-initiative

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online

survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/11WxA-0hXyGkC-a_xRftWMw94RISizQWt/edit?usp=sharing&ouid=111434325088034679876&rtpof=true&sd=true

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Pasadena High School

Dr. Eric Barba

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

This year, PHS's new site-based coordinator (Senior Community Advocate) clarified her role and responsibilities, shared the purpose of community school strategies, and gathered perspectives to inform the needs assessment and community school goals. Support from the central office has included helping the site coordinator create presentations and tools to share the community schools strategy with the PHS community. Outreach has included

- Advocate and TOSA II held informational presentations, including a CCSPP state video on CS and offered opportunities for questions and feedback at:
  -Staff meetings (A-Monday)
  -PTSA (Parent Teacher Student Association)
  -ELAC (English Language Advisory Council)
  -MTSS Team (Multi-Tiered Systems of Support Team)
  -PD district-wide (Professional Development workshop)
- Flyers were distributed to staff in person to parents and students

PHS is in the engaging stages of developing a shared understanding of the community school strategy and the four cornerstone commitments.

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: PHS has a MTSS Team which meets bi-weekly to collaborate on ways to support students.Team includes, MTSS Coach, Administration, Counselors, Mental Health Providers, Truancy Specialist, Wellbeing Center, Nurse, student, parent and Advocate identify students who are struggling with attendance and academic achievement and discuss interventions to support students and family individually as needed.
- Racially Just and Restorative School Climates: Western Justice provides restorative practice training for schoolwide strategies that promote community-building, circles of trust, and a positive school climate for all students. The Truancy Specialist supports management of the school-wide peer-mediation program and supervises student lead circles. As part of their case management both the Community Advocate and the Truancy Specialist integrate circles as their strategy of support.
- Powerful, Culturally Proficient, and Relevant Instruction: Provide teacher training in inclusive and culturally responsive practices and pedagogy (Powerful Choices). Staff has worked with the Western Justice Center to learn strategies to integrate restorative practices.BSU and LASA students participate in yearly activities/events such as: Brotherhood Assembly, Allenworth State Park field trip, Chavez Ravine Project, and the Living History Exhibit field trip.
- Shared Decision-Making and Participatory Practices: Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Present community school goals and data to existing advisory boards and committees like the School Site Council, parent groups, and staff to get their input and feedback.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Needs and Assets Assessment
With support from non-profit partner, Communities In Schools, Pasadena High School reviewed achievement, engagement, and attendance data; demographic data; community resource data, and staff, student, and parent survey data to complete the needs assessment. The needs and assets assessment summarizes top findings, considers alignment between Community Schools' goals and the School Plan for Student Achievement, and includes asset mapping of existing supports. The community school goals are also created in alignment with PUSD's strategic plan. Coaching and support for progress monitoring is facilitated by the district and Communities In Schools. The needs assessment is presented to teachers and staff during their A-meeting (biweekly staff meetings for professional development). The top findings from the Panorama survey and community school goals are shared with SSC, ELAC, PTSA, AAPC and staff to provide information and collect feedback/input to support development of new goals and actions.

Data Collection and Analysis

Services and resources are tracked monthly by the site coordinator and individualized student supports are inputted weekly. PHS holds weekly counselor meetings to review and identify student needs. Administration meets frequently or as needed to identify student needs and priorities. During the MTSS meetings, data and student conferences are reviewed and individualized goals for students are created. The Sr. Community Advocate enters weekly coordination and Tier II and III supports into our data system; trackers are collected monthly to review services and resources provided to students and families. The data collected by the resource teams and the advocate are analyzed to create Community School goals that are aligned with the School Plan for Student Achievement. In collaboration with CIS (Communities in Schools), the advocate develops impact reports to share with staff, students, and families.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Decrease chronic absenteeism by 3% by the end of the 25/26 SY.	Tier I activities: check-ins, home visits, communication with families, and progress monitoring.
Increase parental participation in ELAC, PTSA, and AAPC.	Guest speakers, informational meetings on CS, parent portal instructions/ workshops, and communication through flyers, text, phone calls, and emails.
Increase the reclassification rate of English Learners by 5% yearly.	Tutoring, check-ins, academic counseling, and supplemental English classes provided by community partners, and communication with parents.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Provide students with access to partnerships with community organizations to support civic based projects (Senior defense, blood drive, voter registration. community service).	Align community resources with student projects and civic participation. Mapping community partnerships.
Use community-based learning to create a more equitable and relevant education experience for all students.	Ongoing professional development to support equity in the classroom and curriculum.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Broaden participation to include more voices from students, staff, parents/caregivers, alumni, and community partners in decision-making.	Conduct annual surveys (CalSCHLS) with staff, students, community partners, and parents. Host focus groups and community conversations to share the school/community school goals and get feedback. Provide support and training for the site coordinator on facilitating listening circles (Western Justice Center) to support engagement and include more voices.
Establish systems for collaboration between departments.	Select the referral process for staff use. Collaborate with MTSS team. Central office participates in planning meetings with administration and department leads.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

In addition to leadership roles on existing school committees (PTSA, African American Parent Council, English Learner Advisory Committee), PHS has several key leadership structures for shared decision-making:

1. **MTSS Team**- The Team plays a crucial role in promoting collaboration, efficiency, and effectiveness in addressing complex needs. By bringing together professionals from different disciplines and coordinating efforts, they can provide comprehensive support that improves outcomes for students and families. The team includes: Admin, MTTS Coach, School Psychologists, LA County Mental Health team, PUSD Mental Health Clinician, Wellbeing Center, Counselors, School Nurse, Foster Youth Liaison, Truancy Specialist and Campus Safety. These weekly meetings to discuss schoolwide MTSS efforts, including how to support progress, address challenges, and reinforce shared goals. They foster a sense of

accountability and keep everyone aligned with priorities. Counseling meetings to help members understand their roles, responsibilities, and how they contribute to the collective objectives.

2. **School Site Council**- The School Site Council includes teachers, classified staff, principal, students, and parents. The Community Advocate and Truancy Specialist serve as an advisory role in informing the SSC on the progress of the Community Schools initiatives. SSC serve as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing, and special committees regarding the focus of SPSA.
3. **Student Bodies: Think Tank and Student Assembly,** Our student think tank and student assembly are groups of students who come together to research, analyze, and propose solutions to various issues or challenges within our school, community, or even globally. **ASB** plays a vital role in representing the student body, organizing school events, and fostering school spirit. **Student clubs** distribute leadership responsibilities among club members. Assign roles such as president, vice president, treasurer, secretary, event coordinator, and public relations officer. This allows each member to contribute their strengths and talents to the club's activities.
4. **Instructional Leadership Team**- PHS facilitates monthly meetings with the Instructional Leadership Team, which includes the Principal, Assistant Principals, MTSS Coordinator, Librarian and Department Chairs. The team develops a list of priorities, recommendations around professional development, SPSA development, and analyzes student performance data to guide school goals.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Diversify sources to fund activities to promote sustainable funding partnerships.	Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources. Share the impact of community school services to build shared commitment and understanding. Collaborate with the school community to develop the sustainability plan. Document potential funding streams to continue services when funding ends.
PHS will collaborate with LEARNS to support the facilitation of E-Sports.	LEARNS staff will provide support to manage the after--school program and consider development of new programs that align with student interest.

Key Staff/Personnel

Dr. Eric Barba, Principal	Provide leadership and support, participate in the advisory council, and MTSS team, and support the alignment of initiatives.
Vivian Huang, Assistant Principal Bryon Lanagan, Assistant Principal Jason Taylor, Assistant Principal	Provide leadership and support, participate in the advisory council, and MTSS team, and support the alignment of initiatives.
April Zavalza, Sr.Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment and create support plan in collaboration with the school community, monitor and evaluate the needs of students and the impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities
Aja Arana, Clinical Social Worker	Support students who have experienced trauma and help them adapt their learning environment to meet their needs.
Adriana Barajas, School Counselor	Develops and implements an all-encompassing educational and counseling plan.
Melodee Ulmer, Truancy Prevention and Intervention Specialist	Coordinate tiered support services for students who are chronically absent, facilitate home visits, and manage

	family communication via phone or email. Advisor for the Black Student Union and Latin
Marian Pena, MTSS Coach	Leads MTSS initiatives. Runs MTSS team's meetings, professional development, schoolwide positive incentive initiatives, and student intervention.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

PHS is in the engaging phase of designing sustainable systems to create an engaging community school that maintains high expectations for students and supports their academic, social-emotional, and physical well-being. As part of its sustainability plan, staff will maintain documentation of ongoing training resources such as toolkits and videos and develop onboarding training and materials for new staff as well as reduced-cost "refresher" training at the sites.

The admin team, instructional coaches, and professional development partners are providing teacher training in schoolwide practices (restorative practices, common note-taking) to ensure that teachers have the capacity to continue integrating schoolwide instructional and restorative practices when funding for significant training is no longer available.

The District has established a **Community Partnership Committee** to support the development of a comprehensive sustainability plan for both existing programs and future initiatives. These programs are designed to address student needs identified through each school's Needs and Assets Assessment.
The Committee collaborates with community partners to review key findings from schools, map identified needs and available assets, and strategically align partners to specific school sites. This coordinated approach ensures resources are distributed effectively, partnerships are purposeful, and supports are sustainable over time.

Documenting Program Components and Schoolwide Systems
The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering commuting input and incorporating feedback and work with the MTSS team to institutionalize systems that promote coordinated and aligned student services.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand partnerships to meet student and staff needs to implement a community schools model.	Career and College Advisors- collaborate to manage Wellness Wednesdays and field trips that provide partner opportunities to students that prepare them for college and career. Conduct a school needs and assets assessment. Identify potential partners to address identified needs. Establish MOUs with partners.
Increase community partner participation in decision-making.	Engage community partners in the School Site Council meetings; including quarterly meetings with the community school leadership team.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The community school coordinator shares with partners the community school priorities and how the partner can align its efforts in support of established goals. Additionally, to ensure that partnerships are responsive to the needs of PHS community, the students engage with community partners during field trips, and Wellness Wednesdays to learn about their services and resources; students provide feedback and input to the site coordinator and MTSS coach. The Sr.Community Advocate also attends partnership meetings to establish relationships and keep partners updated on the site needs and assets.

Professional Development Partners

- Communities in Schools- Establishing community school practices (needs assessment, case management, data management, and school support plan)
- Western Justice Center- Restorative Practices
- Flintridge Center- Gang Intervention and Prevention

Expanded Learning Partners

- PCC Dual Enrollment- (After school students are able to take PCC classes on school campus to earn college and high school credits.)
- Boys and Girls Club of Pasadena -(BGC Pasadena provides students with after-school care, summer programming and services such as tutoring and peer groups.)
- College Access Plan- College information and drop-in support for college applications (CAP assists students with college and financial aid applications along with afterschool college opportunities, also no-cost college readiness advisement and topic-specific workshops for students and families.)
- Pasadena Educational Foundation (Provides students with summer volunteer opportunities and summer employment. Supports 'Student Think Tank' which is made up of a majority of PHS students)
- Pasadena Public Library (Pasadena Public Library provides students with after school/summer programs, and also volunteer opportunities. Student engagement activities during Wellness Wednesday)
- Assistance League of Pasadena (Provides students with backpacks and school supplies.)
- Life Builders -Youth Mentorship Program (Boys)
- Day One -Youth Mentorship Program (Girls)
- UCLA Vips
- Upward Bound, PCC College Preparedness

Health & Wellness Partners*
Led by PUSD Health Programs and Student Wellness and Support Services, PHS community partners include:

- Flintridge Center- Mental Health Services (provides students with interventions such as academic support, mentorship, life skills, and enrichment activities)
- Young and Healthy- Oral health screening and mobile dental clinic (provides students with health-related services and parents with referrals for health-related
- Vision 2 Learn- Vision screening and provision of glasses
- Day One - Mental Health and Community Building
- Planned Parenthood Pasadena/San Gabriel Valley- CA Healthy Youth Act support
- LA County Dept of Public Health- On-site student health services, counseling, education on healthy relationships,
- THRIVE School Mental Health AND PUSD Mental Health Services- Mental Health services
- STARS - Skills development and mentorship
- American Heart Association - Provide workshops for first aid/CPR Skills and stress management

Site Level Goals and Measures of Progress

Goals	Action Steps
CSA shares data (SPSA and SNA) with the Leadership and Resource teams to develop the community school goals	CS team meets during the summer and early in the school year to analyze data and develop the CS Goals for the 24/25 SY.
Community School Reports are presented to staff and School Site Council.	Community Schools is included in staff and School Site Council Agendas
Progress monitoring in Panorama and CS Trackers are completed on a weekly and or monthly basis.	The District Manager collects data and reviews with the school site monthly.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

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The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Pasadena High School

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	766	$247,410.34