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
Blair High School	19-64881-1931062	5/27/26	June 25, 2026

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.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1. School Personnel: The site's Instructional Leadership Team (ILT) developed a list of priorities, added recommendations around professional development, and analyzed student performance data.
Departments also provided feedback on progress and evaluation of action/strategies.
2. English Language Advisory Committee (ELAC): This group met monthly to discuss academic achievement and support for English Language Learners, opportunities for parent involvement, and community outreach and presentations including the Community Schools Initiative, College Access Plan,
mental health, etc. based upon feedback from ELAC.
3. 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.

Resource Inequities

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

The Eaton Fire in January 2025 greatly affected the greater community including the cities of Pasadena
and Sierra Madre and the town of Altadena. More than 60 Blair families lost their homes in the fire, including students and staff.
As such, there is an increased support for social/emotional wellbeing for students, increased support to promote a sense of community, additional academic support are significant needs.

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.

Blair High School's Mission Statement:

We nurture a community of active, globally minded, compassionate leaders who are lifelong learners, committed to service, and who understand and appreciate diversity of thought, culture and values.

Blair High School's Vision Statement:

Our students will emerge as effective contributors to society who have been inspired to participate in a lifelong pursuit of knowledge and service to others.

School Profile

School Profile Description:

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game. Blair High School is one of four comprehensive high schools in the Pasadena Unified School District (PUSD). Blair High School has maintained an unwavering commitment to providing students with a rigorous academic foundation on which to build a successful future for more than 50 years. Enrollment is 1150 students in
grades six through twelve.

Blair has active parental involvement. Parents are supportive of the school and its programs through Parent Student Teacher Association (PTSA), English Learner Advisory Committee (ELAC), School Site Council (SSC), Ovations, Music boosters, and other parent groups.

The majority of print communication is sent out in English and Spanish. The Viking Newsletter is translatable into a variety of languages including English, Spanish, & Armenian. Translation is available at most of the parent meetings.

The school design model is the International Baccalaureate (IB) Program. All Blair students enrolled in grades 6 - 10 are IB Middle Years Program (IBMYP) students. IBMYP students must receive 50 contact hours of instruction each year in English, History, Math, Science, PE, World Language
(Spanish), Art or Music, and Technology. Additionally, the Learner Profile is infused throughout all IB classes.
The Health Careers Academy (HCA) has students in grades 9 - 12. The HCA achieved National Academy Foundation (NAF) Certified Model Academy in 2016. The HCA works closely with advisory board members from local medical agencies and community organizations.

Blair also has students enrolled in the Spanish Dual Language Immersion Program. In middle school, students are enrolled in two Spanish Dual Language courses,
Social Science and Spanish Language Arts (SLA). Blair is also home to the Armenian Academy.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Blair High School. 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	0.28%	0.09%	0.11%	3	1	1
African American	7.58%	7.03%	5.89%	80	74	56
Asian	2.75%	2.47%	2.21%	29	26	21
Filipino	1.71%	1.71%	1.47%	18	18	14
Hispanic/Latino	64.74%	65.43%	66.25%	683	689	630
Pacific Islander	0.19%	0.09%	%	2	1	
White	19.15%	19.37%	18.82%	202	204	179
Multiple/No Response	2.94%	3.32%	4.21%	31	35	40
			Total Enrollment	1055	1053	951

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	141	153	144
Grade 7	161	143	135
Grade 8	161	174	136
Grade 9	141	135	126
Grade 10	166	146	116
Grade 11	134	164	134
Grade 12	151	138	160
Total Enrollment	1,055	1,053	951

Conclusions based on this data:

1. Blair's enrollment decreased by 62 students from 2022-23 school year and the 2023-24 school year.
2. The 9th grade showed a decline of 29 students.
3. The Hispanic/Latino student group showed an increase of 2.52%.

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	243	218	204	22.6%	23.0%	21.5%
Fluent English Proficient (FEP)	282	313	279	27.6%	26.7%	29.3%

Conclusions based on this data:

1. Enrollment percentage for EL students increased during the 23-24 school year by 2.1% overall.
2. Enrollment for EL students decreased by a total of 10 students in 23-24.
3. The number of EL students who increased one ELPI level decreased by 9.7%.

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 6	165	144	153	164	134	148	164	134	148	99.4	93.1	96.7
Grade 7	166	161	145	159	149	136	159	149	136	95.8	92.5	93.8
Grade 8	166	171	170	164	157	157	164	157	156	98.8	91.8	92.4
Grade 11	146	136	158	134	111	145	133	111	145	91.8	81.6	91.8
All Grades	643	612	626	621	551	586	620	551	585	96.6	90	93.6

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 6	2475.	2508.	2489.	10.98	17.16	12.16	18.90	27.61	26.35	26.83	19.40	19.59	43.29	35.82	41.89
Grade 7	2504.	2515.	2523.	11.95	12.75	18.38	24.53	29.53	25.74	25.16	18.12	20.59	38.36	39.60	35.29
Grade 8	2541.	2548.	2533.	16.46	18.47	11.54	29.88	31.21	27.56	20.12	16.56	26.92	33.54	33.76	33.97
Grade 11	2546.	2579.	2590.	20.30	26.13	31.03	24.06	28.83	20.00	19.55	12.61	21.38	36.09	32.43	27.59
All Grades	N/A	N/A	N/A	14.68	18.15	18.12	24.35	29.40	24.96	23.06	16.88	22.22	37.90	35.57	34.70

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 6	11.59	21.64	15.54	45.73	45.52	47.97	42.68	32.84	36.49
Grade 7	12.58	16.11	19.12	54.72	55.03	52.94	32.70	28.86	27.94
Grade 8	18.29	19.75	14.74	45.12	51.59	55.13	36.59	28.66	30.13
Grade 11	21.05	22.52	28.47	44.36	52.25	51.39	34.59	25.23	20.14
All Grades	15.65	19.78	19.35	47.58	51.18	51.88	36.77	29.04	28.77

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 6	10.37	15.67	8.84	41.46	46.27	42.18	48.17	38.06	48.98
Grade 7	10.06	12.75	24.26	47.80	47.65	41.91	42.14	39.60	33.82
Grade 8	22.56	19.11	17.95	41.46	48.41	44.87	35.98	32.48	37.18
Grade 11	24.06	29.73	34.03	39.10	40.54	34.72	36.84	29.73	31.25
All Grades	16.45	18.69	21.10	42.58	46.10	40.99	40.97	35.21	37.91

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 6	7.93	13.43	8.11	69.51	67.91	70.27	22.56	18.66	21.62
Grade 7	13.84	7.38	8.82	69.18	75.84	72.06	16.98	16.78	19.12
Grade 8	15.24	11.46	16.67	65.24	68.79	69.23	19.51	19.75	14.10
Grade 11	7.52	13.51	15.28	63.16	68.47	72.22	29.32	18.02	12.50
All Grades	11.29	11.25	12.33	66.94	70.42	70.89	21.77	18.33	16.78

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 6	12.20	22.39	18.24	59.76	56.72	55.41	28.05	20.90	26.35
Grade 7	15.09	19.46	21.32	60.38	53.02	54.41	24.53	27.52	24.26
Grade 8	19.51	19.11	17.31	59.76	55.41	62.18	20.73	25.48	20.51
Grade 11	18.80	28.83	30.34	58.65	45.05	50.34	22.56	26.13	19.31
All Grades	16.29	21.96	21.71	59.68	52.99	55.73	24.03	25.05	22.56

Conclusions based on this data:

1. Blair's participation rate decreased 6.6% in CAASPP ELA exam during the 23-24 school year with a participation rate of 90%.

2. Overall ELA scores of meet and exceeded standards increased 14.89%.

3. The number of students scoring Standard Not Met in ELA decreased by 7.47%.

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 6	165	144	153	164	139	148	164	139	148	99.4	96.5	96.7
Grade 7	166	161	145	159	155	135	159	155	134	95.8	96.3	93.1
Grade 8	166	171	170	164	164	155	164	164	155	98.8	95.9	91.2
Grade 11	146	136	158	137	120	145	137	119	145	93.8	88.2	91.8
All Grades	643	612	626	624	578	583	624	577	582	97.0	94.4	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 6	2449.	2476.	2451.	8.54	15.83	10.14	10.37	12.23	10.14	25.00	25.18	20.95	56.10	46.76	58.78
Grade 7	2480.	2472.	2495.	12.58	8.39	12.69	14.47	9.68	19.40	24.53	25.81	16.42	48.43	56.13	51.49
Grade 8	2521.	2485.	2498.	14.63	14.63	12.26	15.85	10.98	9.68	26.83	14.63	27.10	42.68	59.76	50.97
Grade 11	2501.	2530.	2556.	10.95	13.45	17.93	9.49	16.81	15.86	13.87	7.56	16.55	65.69	62.18	49.66
All Grades	N/A	N/A	N/A	11.70	13.00	13.23	12.66	12.13	13.57	22.92	18.72	20.45	52.72	56.15	52.75

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 6	7.93	10.07	8.78	30.49	38.85	27.70	61.59	51.08	63.51
Grade 7	12.58	10.32	17.16	38.36	31.61	29.85	49.06	58.06	52.99
Grade 8	15.24	10.37	10.32	43.29	36.59	41.94	41.46	53.05	47.74
Grade 11	13.14	13.45	20.69	24.82	34.45	28.28	62.04	52.10	51.03
All Grades	12.18	10.92	14.09	34.62	35.36	32.13	53.21	53.73	53.78

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 6	7.93	9.35	8.78	41.46	48.20	39.86	50.61	42.45	51.35
Grade 7	10.69	9.03	10.45	51.57	41.94	51.49	37.74	49.03	38.06
Grade 8	15.85	10.37	10.97	53.66	45.73	49.03	30.49	43.90	40.00
Grade 11	10.95	13.45	18.62	48.91	49.58	42.76	40.15	36.97	38.62
All Grades	11.38	10.40	12.20	48.88	46.10	45.70	39.74	43.50	42.10

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 6	6.71	15.83	7.43	59.76	53.24	48.65	33.54	30.94	43.92
Grade 7	9.43	10.32	11.94	59.75	56.77	55.22	30.82	32.90	32.84
Grade 8	15.24	11.59	9.68	59.76	57.32	56.77	25.00	31.10	33.55
Grade 11	9.49	15.97	20.00	55.47	46.22	47.59	35.04	37.82	32.41
All Grades	10.26	13.17	12.20	58.81	53.90	52.06	30.93	32.93	35.74

Conclusions based on this data:

1. Blair did not meet the 95% participation rate in CAASPP Math during the 23-24 school year.with a participation rate of
94.4%.
2. Overall Math scores of meet and exceeded standards increased by .77%.
3. The number of students scoring Standard Not Met in Math increased by 3.43%.

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
6	1505.0	1501.5	1510.0	1511.9	1500.6	1509.8	1497.7	1502.0	1509.5	24	27	23
7	1506.6	1479.1	1498.3	1509.5	1472.3	1481.6	1503.4	1485.3	1514.3	28	24	28
8	1529.8	1488.5	1478.6	1540.0	1482.5	1456.6	1519.2	1493.9	1500.0	26	27	24
9	1494.4	1491.9	1480.1	1488.3	1485.1	1459.4	1500.1	1498.2	1500.5	37	22	30
10	1499.9	1468.9	1441.1	1499.5	1439.4	1404.7	1499.8	1497.9	1476.9	43	33	32
11	1477.0	1488.3	1463.4	1468.3	1474.0	1434.4	1485.3	1502.3	1491.8	51	44	32
12	1492.8	1471.3	1473.5	1490.2	1449.8	1446.9	1494.9	1492.2	1499.6	60	64	49
All Grades										269	241	218

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
6	12.50	14.81	21.74	33.33	33.33	34.78	25.00	25.93	4.35	29.17	25.93	39.13	24	27	23
7	14.29	12.50	21.43	28.57	20.83	7.14	28.57	20.83	28.57	28.57	45.83	42.86	28	24	28
8	28.00	11.11	8.33	20.00	18.52	25.00	28.00	14.81	8.33	24.00	55.56	58.33	25	27	24
9	13.51	13.64	10.00	18.92	9.09	6.67	18.92	9.09	20.00	48.65	68.18	63.33	37	22	30
10	11.63	9.09	3.13	9.30	12.12	3.13	27.91	15.15	9.38	51.16	63.64	84.38	43	33	32
11	4.00	4.65	3.13	18.00	13.95	6.25	16.00	23.26	21.88	62.00	58.14	68.75	50	43	32
12	10.17	6.35	6.12	8.47	9.52	6.12	23.73	20.63	22.45	57.63	63.49	65.31	59	63	49
All Grades	12.03	9.21	9.63	17.29	15.48	11.01	23.31	19.25	17.43	47.37	56.07	61.93	266	239	218

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
6	33.33	33.33	43.48	33.33	37.04	17.39	16.67	14.81	4.35	16.67	14.81	34.78	24	27	23
7	32.14	29.17	25.00	32.14	12.50	25.00	7.14	12.50	10.71	28.57	45.83	39.29	28	24	28
8	36.00	25.93	25.00	28.00	18.52	16.67	16.00	7.41	0.00	20.00	48.15	58.33	25	27	24
9	27.03	22.73	13.33	18.92	4.55	16.67	18.92	18.18	6.67	35.14	54.55	63.33	37	22	30
10	13.95	18.18	6.25	32.56	9.09	3.13	16.28	15.15	12.50	37.21	57.58	78.13	43	33	32
11	16.00	9.30	9.38	20.00	23.26	12.50	20.00	16.28	12.50	44.00	51.16	65.63	50	43	32
12	15.25	12.70	8.16	22.03	11.11	8.16	33.90	19.05	22.45	28.81	57.14	61.22	59	63	49
All Grades	22.18	19.25	16.51	25.56	16.32	13.30	20.30	15.48	11.47	31.95	48.95	58.72	266	239	218

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
6	0.00	0.00	4.35	16.67	14.81	21.74	25.00	44.44	26.09	58.33	40.74	47.83	24	27	23
7	3.57	0.00	14.29	10.71	8.33	7.14	32.14	37.50	21.43	53.57	54.17	57.14	28	24	28
8	8.00	3.70	0.00	20.00	7.41	20.83	20.00	22.22	16.67	52.00	66.67	62.50	25	27	24
9	2.70	0.00	3.33	5.41	9.09	6.67	29.73	18.18	16.67	62.16	72.73	73.33	37	22	30
10	4.65	0.00	3.13	6.98	12.12	0.00	13.95	18.18	12.50	74.42	69.70	84.38	43	33	32
11	0.00	0.00	3.13	2.00	2.33	0.00	22.00	27.91	18.75	76.00	69.77	78.13	50	43	32
12	1.69	0.00	2.04	8.47	4.76	2.04	10.17	17.46	26.53	79.66	77.78	69.39	59	63	49
All Grades	2.63	0.42	4.13	8.65	7.53	6.88	20.30	25.10	20.18	68.42	66.95	68.81	266	239	218

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
6	12.50	11.11	26.09	45.83	59.26	39.13	41.67	29.63	34.78	24	27	23
7	0.00	12.50	10.71	53.57	41.67	39.29	46.43	45.83	50.00	28	24	28
8	16.00	11.11	4.17	36.00	40.74	45.83	48.00	48.15	50.00	25	27	24
9	2.70	13.64	3.33	43.24	18.18	30.00	54.05	68.18	66.67	37	22	30
10	9.52	6.06	3.13	26.19	30.30	12.50	64.29	63.64	84.38	42	33	32
11	0.00	4.65	3.13	30.00	30.23	25.00	70.00	65.12	71.88	50	43	32
12	1.69	1.59	2.04	22.03	17.46	20.41	76.27	80.95	77.55	59	63	49
All Grades	4.91	7.11	6.42	33.96	31.38	28.44	61.13	61.51	65.14	265	239	218

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
6	62.50	62.96	60.87	20.83	22.22	0.00	16.67	14.81	39.13	24	27	23
7	64.29	37.50	42.86	17.86	20.83	17.86	17.86	41.67	39.29	28	24	28
8	76.00	42.31	41.67	4.00	7.69	0.00	20.00	50.00	58.33	25	26	24
9	64.86	27.27	31.03	5.41	18.18	6.90	29.73	54.55	62.07	37	22	29
10	60.47	30.30	9.38	11.63	12.12	9.38	27.91	57.58	81.25	43	33	32
11	54.00	32.56	21.88	10.00	23.26	12.50	36.00	44.19	65.63	50	43	32
12	72.41	28.57	23.40	1.72	22.22	19.15	25.86	49.21	57.45	58	63	47
All Grades	64.53	35.71	30.70	9.06	18.91	10.70	26.42	45.38	58.60	265	238	215

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
6	0.00	3.70	4.35	20.83	25.93	21.74	79.17	70.37	73.91	24	27	23
7	10.71	0.00	7.14	17.86	29.17	14.29	71.43	70.83	78.57	28	24	28
8	12.00	7.41	0.00	16.00	22.22	25.00	72.00	70.37	75.00	25	27	24
9	2.70	0.00	6.67	27.03	18.18	20.00	70.27	81.82	73.33	37	22	30
10	13.95	3.03	3.13	9.30	24.24	6.25	76.74	72.73	90.63	43	33	32
11	2.00	0.00	3.13	16.00	27.91	15.63	82.00	72.09	81.25	50	43	32
12	1.69	0.00	4.08	15.25	15.87	12.24	83.05	84.13	83.67	59	63	49
All Grades	5.64	1.67	4.13	16.92	22.59	15.60	77.44	75.73	80.28	266	239	218

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
6	20.83	0.00	26.09	45.83	74.07	43.48	33.33	25.93	30.43	24	27	23
7	3.57	0.00	17.86	64.29	54.17	46.43	32.14	45.83	35.71	28	24	28
8	8.00	3.70	8.33	64.00	55.56	37.50	28.00	40.74	54.17	25	27	24
9	0.00	0.00	0.00	43.24	54.55	46.67	56.76	45.45	53.33	37	22	30
10	0.00	0.00	0.00	41.86	39.39	28.13	58.14	60.61	71.88	43	33	32
11	2.00	0.00	9.38	34.00	41.86	25.00	64.00	58.14	65.63	50	43	32
12	0.00	1.59	4.08	27.12	33.33	38.78	72.88	65.08	57.14	59	63	49
All Grades	3.38	0.84	8.26	42.11	46.86	37.61	54.51	52.30	54.13	266	239	218

Conclusions based on this data:

1. Overall Language scores increased at the Level 1 range for all EL students by 8.69%.

2. The percentage of EL students scoring at the Beginning level in Reading during the 23-24 school year decreased by
1.71% to a total of 75.73% EL students have low reading levels.

3. The percentage of EL students scoring at the Beginning level in Writing during the 23-24 school year decreased by 2.21% to a total of 52.30% EL students who have beginning writing levels.

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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1053	**57.9%**	**20.7%**	**0.9%**
Total Number of Students enrolled in Blair High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	218	20.7%
Foster Youth	9	0.9%
Homeless	36	3.4%
Socioeconomically Disadvantaged	610	57.9%
Students with Disabilities	128	12.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	74	7%
American Indian	1	0.1%
Asian	26	2.5%
Filipino	18	1.7%
Hispanic	689	65.4%
Two or More Races	35	3.3%
Pacific Islander	1	0.1%
White	204	19.4%

Conclusions based on this data:

1. 66.5% of the student population is Socioeconomically Disadvantaged.

2. 2.6% of the student population is homeless.

3. English Learners make up 23% of the student population.

School and Student Performance Data

Overall Performance

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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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Graduation rates increased by 1% for the 23-24 school year.
2. Suspension rates decreased by 3.2% for the 23-24 school year.
3. English Language learners maintained their status on the dashboard, but their rate of 29.2% chronically absent needs to be addressed.

School and Student Performance Data

Academic Performance
English Language Arts

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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
1	5	0	1	0

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
18.6 points below standard	129.4 points below standard	138.7 points below standard
Maintained 0 points	Increased 4.1 points	Increased 14.8 points
560 Students	119 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	154.6 points below standard	61.8 points below standard
7 Students	Declined 97.2 points	Declined 8.6 points
	16 Students	385 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
127.5 points below standard	53.3 points below standard	Fewer than 11 students - No Data for Privacy
Declined 18 points	Declined 26.4 points	1 Student
72 Students	40 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
75.6 points above standard	Fewer than 11 students - No Data for Privacy	49.5 points below standard
Increased 112.6 points	7 Students	Declined 8.4 points
14 Students		355 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
102.9 points above standard	0 Students	32.7 points above standard
Increased 37.1 points		Declined 7.3 points
24 Students		122 Students

Conclusions based on this data:

1. Several student demographic groups showed increases ELA during the 23-24 school year with an overall growth of 14.4 points.
2. Socioeconomically disadvantaged student achievement in ELA showed growth of 10.3 points during the 23-24 school year.
3. English Learners performance in ELA showed growth of 8.9 points during the 23-24 school year.

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.

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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	1	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	 Orange	 No Performance Color
84.1 points below standard	186.8 points below standard	209.6 points below standard
Maintained 2.6 points	Increased 3.4 points	Increased 24.9 points
570 Students	130 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	194.5 points below standard	129.1 points below standard
7 Students	Declined 113.2 points	Maintained -2.1 points
	22 Students	394 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
208.5 points below standard	125.5 points below standard	Fewer than 11 students - No Data for Privacy
Declined 46.1 points	Declined 6 points	1 Student
72 Students	41 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
12.8 points above standard	Fewer than 11 students - No Data for Privacy	115.8 points below standard
Increased 56.7 points	8 Students	Maintained -1.2 points
15 Students		359 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
56 points above standard	0 Students	22 points below standard
Increased 52 points		Declined 10.5 points
24 Students		122 Students

Conclusions based on this data:

1. Several student demographic groups showed increases Math during the 23-24 school year.
2. Homeless student achievement in Math showed growth of 95 points during the 23-24 school year.
3. SWD student achievement in Math showed growth of 3.6 points during the 23-24 school year.

School and Student Performance Data

Academic Performance
Science

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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
2	2	0	0	1

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	 Red	 No Performance Color
48.1 science points	27.3 science points	24.1 science points
Declined 2.2 points	Declined 3.9 points	Declined 4.6 points
304 Students	71 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	21 science points	40.3 science points
8 Students	14 Students	Declined 4.1 points
		217 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
30.3 science points	35 science points	Fewer than 11 students - No Data for Privacy
Declined 11.3 points	Declined 17.4 points	1 Student
35 Students	20 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41 science points
9 Students	6 Students	Declined 3.8 points
		193 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0 Students	65.2 science points
8 Students		Maintained 1.6 points
		67 Students

Conclusions based on this data:

1.

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**
	
Red	Green
33.5 making progress.	60.5 making progress.
Number Students: 158 Students	Number Students: 38 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**
7.6%	58.9%	0%	33.5%

Conclusions based on this data:

1. 41.7% of ELs made progress in the 23-24 school year.
2. 51.6% of LTELS made did not make progress in the 23-24 school year.
3. 8.6% of ELs decreased 1 ELPI level in the 23-24 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.

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

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

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


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	1	2	0	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
 Green	 Yellow	 No Performance Color
Prepared 42.3%	Prepared 14.3%	Fewer than 11 students - No Data for Privacy
Increased 4.4%	Increased 7%	7 Students
156 Students	63 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Prepared 16.7%	Prepared 33.3%
1 Student	12 Students	Maintained
		111 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Prepared 31.6%	Fewer than 11 students - No Data for Privacy	0 Students
Increased 12.8%	6 Students	
19 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 32.7%
6 Students	3 Students	Increased 6.1%
		104 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 56.3%
3 Students		Declined 12.7%
		32 Students

Conclusions based on this data:

1. 37.3% of students were college and career prepared in the 23-24 school year..
2. 33.3 % of Socioeconomically Disadvantaged students were college and career prepared in the 23-24 school year.
3. A significant gap continues to exist between white students at 65.5% all other sub-groups, ELs 7.2%, LTELs 36.4%, SED 33.3%, African American 36.4%, SWD 18.8% & Hispanic 26.5% in regards to being college and career prepared in the 23-24 school year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
18.8% Chronically Absent	29% Chronically Absent	36.4% Chronically Absent
Maintained -0.1	Maintained -0.2	Declined 4.4
490 Students	93 Students	33 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	34.6% Chronically Absent	22.9% Chronically Absent
6 Students	Increased 17.9	Increased 1.8
	26 Students	340 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
41.4% Chronically Absent	22.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 13.5	Declined 2.1	1 Student
70 Students	35 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	20.4% Chronically Absent
8 Students	3 Students	Maintained 0.2
		334 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
19% Chronically Absent	0 Students	13.6% Chronically Absent
Increased 4.8		Declined 1.8
21 Students		88 Students

Conclusions based on this data:

1. 18.9% of Blair's student population are chronically absent.
2. Students with Disabilities (SWD) have the second highest rate of chronic absenteeism at 27.9%.
3. Long Term English Learners (LTELs) ave the highest rate of chronic absenteeism at 40.7%

School and Student Performance Data

Academic Engagement
Graduation Rate

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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	1	0	2	0

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	 Orange	 No Performance Color
83.4% graduated	69.6% graduated	Fewer than 11 students - No Data for Privacy
Increased 4.5%	Declined 1.3%	7 Students
163 Students	69 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	83.3% graduated	85.3% graduated
1 Student	12 Students	Increased 3.4%
		116 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
94.7% graduated	Fewer than 11 students - No Data for Privacy	0 Students
Increased 13.5%	6 Students	
19 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	82.9% graduated
6 Students	3 Students	Increased 5.6%
		111 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	84.4% graduated
3 Students		Declined 1.8%
		32 Students

Conclusions based on this data:

1. 78.9% of all students graduated in the 23-24 school year.
2. SWD had a 81.3% graduation rate in the 23-24 school year.
3. There is a significant gap in the graduation rates of African-American students at 63.6% and all students at 78.9% who graduated in the 23-24 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.

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 Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	5	0	1	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Green
2.6% suspended at least one day	3.7% suspended at least one day	3.7% suspended at least one day
Increased 1.6%	Increased 2.4%	Declined 0.6%
1133 Students	269 Students	54 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
42.9% suspended at least one day	3.6% suspended at least one day	3.5% suspended at least one day
Increased 35.7%	Increased 1.1%	Increased 2%
14 Students	56 Students	808 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
7.8% suspended at least one day	12% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 5%	Increased 9.7%	1 Student
141 Students	83 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	2.7% suspended at least one day
Maintained 0%	Maintained 0%	Increased 1.5%
29 Students	18 Students	744 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
46 Students		211 Students

Conclusions based on this data:

1. 1% of all students were suspended in the 23-24 school year. This is a decline of 3.2% form the previous year.
2. 4.3%% of LTELs were suspended in the 23-24 school year. This is a decrease of 7.3% from the previous year.
3. 2.8% of SWD were suspended in the 23-24 school year. This is a 5.7% decrease from the 22-23 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Students will increase academic achievement as demonstrated by increased CAASPP scores in ELA and Math, increased CAST scores in Science and increased passage of IB Exams, primarily designed to focus on ELLs, FY, SPED, and SED

Identified Need

The California Dashboard indicates that students at Blair have room to grow in order to reach blue on the dashboard.
ELA CAASPP increased 14.4 points - yellow. Need to increase by 3.0 to get to orange.
Math CAASPP maintained .5 points - orange. Need to increase by 3.0 to get to yellow.
Orange 41.7% making progress in English Learner Progress. Need to increase by 2.0 to move to yellow.
Yellow 37.3% Prepared for College & Career. Need to increase by 2.0 to move to yellow.
iReady: Students in grades 6, 7, & 8 should show 100% typical growth by the end of the 26-27 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	18.7 points below standard	8.7 points below standard
Math CAASPP Scores	86.7 points below standard	76.7 points below standard
Science CAST Scores	30.29 points below standard	20.29 points below standard
iReady Reading & Math Diagnostics		All students will show 100% typical growth by the end of the 26-27 school year.

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.

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

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

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

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

We will continue to provide ELD training for staff at least 2 times per year during our staff development meetings. We will also continue to focus on our ELLs and ways in which we can support them in every class with embedded ELD strategies (currently using Ellevation strategies)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Instructional Services and Support for Mathematics and Literacy, etc.Professional development, Professional Learning Communities (PLC), materials, incentives, etc

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Supplemental teacher pay and sub-pay for SY 2025-26 to collaborate and participate in learning walks, extra hours outside of contract time for curriculum development and to support various needs of the school, materials, etc.

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

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

Strategy/Activity 3

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

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

Strategy/Activity

Provide promotion readiness opportunities for 8th grade students in order to prepare them for high school and graduation.

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

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

Strategy/Activity 4

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

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

Strategy/Activity

Expanded Access of Programs International Baccalaureate, Dual Language Program, PLC Work, etc 40% IB MTSS TOSA (creates 100% position)

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)
72337	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

School Subs to support IEPs, learning walks, field trips, extra-curricular activites, etc.

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

Amount(s)	Source(s)
8000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6

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

Select middle school students.

Strategy/Activity

Math enrichment supplies, activities, and teacher support for middle school students. Math Field Day (tutors, training, t-shirts, etc.)

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

Amount(s)	Source(s)
4500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

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

Provide 2 ELD Trainings (compliance) to teachers at least 2 times per year in order to improve the growth of English Language Learners

Strategy/Activity

Site driven PD for ELLs 2 times per year.

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

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

Strategy/Activity 8

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

Improve essay writing strategies for all students by screening for plagiairism.

Strategy/Activity

Turnitin, or extra time for evaluating extended essays, etc.)

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

Amount(s)	Source(s)
4000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 9

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

All students with a focus on ELLs.

Strategy/Activity

To increase College and Career Preparation and
Services Career Technical Education (CTE), School Counselors, PCC Dual Enrollment
Professional development, materials, food, incentives, etc.

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

EL students will increase academic achievement as evidenced by improvement in ELA CAASPP scores, ELPAC scores, increased reclassification rates, and a reduction in LTELs.
Provide on-going coaching cycles for our ELA teachers to improve embedded ELD supports and improved instructional strategies. Use iReady data to guide instruction . This will improve ELA competency by providing individualized instruction in order to accelerate their learning and reading comprehension, increasing iReady diagnostic scores and CAASPP scores.

Identified Need

EL students are significantly below standard in CAASPP at 208 points below standard in the 23-24 year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores 2024	164.6 points below standard	10.0 point increase on test scores (154.6 below)
Summative ELPAC	8.6% of ELs who progressed at least 1 ELPI level	18.6% of ELs who progressed at least 1 ELPI level
Reclassification Rate	41.7% making progress towards reclassification	51.1% making progress towards reclassification

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 provided 2 ELD trainings this year to all teachers.

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

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

We will continue to focus on our English Learners across all classes.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

We will provide 2 ELD trainings per year in order to educate our teachers on embedded ELD strategies that can be used in all core classes. We will implement strategies from our Ellevation program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on ELs, FY, SPED students.

Strategy/Activity

Provide original credit summer school for our International Academy Students through the support of LEARNS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on ELs, FY, SPED students.

Strategy/Activity

Additional staffing (50% counselor) to support all students with a focus on English learners 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)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Increase elective options for all students with a focus on English learners, FY, SWD, and SED.

Strategy/Activity

Increase enrollment in Music Tech 2 (licenses) ongoing and growing Modern Band program, VAPA, products, supplies, training, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Improve student engagement and school connectedness. Increase elective options for all students with a focus on English learners, FY, SWD, and SEd.

Strategy/Activity

Supplemental funds for dance teacher 40% to increase student engagement in the arts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Increase high-quality instruction for all students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 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

Attendance rates for our English learners out paces other groups at 29.2% chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	29.2 % of our ELs are chronically absent	ELs will improve attendance to 19.2% or better.
**Chronic Absenteeism	78.9% graduated	
Graduation Rate	78.9% graduated	>78.9%
Suspension Rate	LTELs 4.3%, AA 2.3%, Homeless 2.4%, & SWD 2.8%	LTELs 3.3%, AA 1.3%, Homeless 1.4%, SWD 1.8%

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 implemented restorative practices whenever possible, implemented Capturing Kids Hearts stragegies, and utilized Alternative to Suspension as much as possible. We also fortified our PBIS 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.

We will bolster our incentives, participate in kindness/friendship week, etc., & fortify our Viking Bucks program (PBIS) incentives. We will create and implement PBIS self evaluation strategies surveys and walk through classrooms throughout the year to measure and uplift PBIS strategies.

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 use the data from our PBIS surveys and walkthroughs to measure the use of strategies throughout the year. We will check attendance data and discipline data to see if there is an impact on these factors with the use of PBIS.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Implement a robust PBIS program at our middle and high school. We will kick off the year with the Viking Bucks store and classroom expectations presentations, provide incentives, assemblies, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental and Concentration (S/C)
500	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Supports and intervention systems will be utilized to supports students struggling with attendance, academics and Socio-emotional challenges. We will purchase materials, supplies, and incentives to to support ATS (PBIS)?, restorative circles, and social skills program, student groups, student of the month, Tier I Assembles, safety and citizenship, attendance, honor roll, MTSS, RTI, CAASPP, ELPAC, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental and Concentration (S/C)
1000	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

Sign on the line, first gen, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF Supplemental and Concentration (S/C)
500	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

Grad Nite buses and other Grad Nite expenses (student scholarships), etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3600	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

National Honor Society & National Junior Honor Society

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6

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

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

Strategy/Activity

Substitutes for Catalina, buses for field trips, & buses for Jr. Grad Nite, Grad Nite, subs for Grad Nite, etc.

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

Amount(s)	Source(s)
8000	LCFF Supplemental and Concentration (S/C)
3000	LCFF Supplemental and Concentration (S/C)
1200	LCFF Supplemental and Concentration (S/C)
2500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

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

All students

Strategy/Activity

Hourly Classified Supervision for Extracurricular Events & Activities

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

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

Strategy/Activity 8

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

All students including SWD, FY, SED, & ELs

Strategy/Activity

Provide Saturday School and other activities in order to improve attendance and recover ADA.

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

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

Strategy/Activity 9

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

Classified Supervision for events to improve student experience and safety.

Strategy/Activity

Supervision

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)
2477	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 10

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

All students with a focus on FY, SPED, ELLs, etc

Strategy/Activity

Saturday School & Other Activities in order to improve attendance and recover ADA

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

Amount(s)	Source(s)
4500	LCFF Supplemental and Concentration (S/C)

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

ELAC parents identified parent leadership training as a need. Resources for meetings, books for a book club, and educational guest speaker 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
College/Career Indicator (CA SCHOOL DASHBAORD)	37.3% prepared	47.2% prepared
ELAC Attendance	Average of 22.75 people at each meeting	Increase to an average of 25 people at each meeting
Full ELAC Board	In 23-24 SY we had a complete ELAC Board	Retain a complete ELAC Board.

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.

At the beginning of the year we had a survey to determine how ELAC members would like ELAC meetings to be delivered. As such, we held meetings both virtually and in person to meet the needs of our families.

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

No major changes.

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

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 ELAC members, including students.

Strategy/Activity

ELAC Meeting Activities and supplies for parent meetings to promote attendance and engagement.

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

Amount(s)	Source(s)
1000	Title I Part A: Allocation

Strategy/Activity 2

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

All students with an emphasis on ELs

Strategy/Activity

Reclassification Ceremony

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

Amount(s)	Source(s)
1000	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 with an emphasis on ELs

Strategy/Activity

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

Amount(s)	Source(s)
	Title I 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)

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

Strategy/Activity

Provide food for IB Showcase to increase parent attendance.

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

Amount(s)	Source(s)
6123	LCFF Supplemental and Concentration (S/C)
1874	Title I Part A: Parent Involvement

Strategy/Activity 5

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

Increase family & student engagement

Strategy/Activity

Principal's Advisory Council for student voice and choice in decision making, increase opportunities for parents and students to feel connected to school via activities, committees, trainings, incentives, etc.

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

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

Strategy/Activity 6

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

Improve Tier 1 Instruction in all classrooms through best practices trainings, workshops, etc.

Strategy/Activity

Provide Building Thinking Classroom trainings, workshops, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on ELLs, FY, SED, AA

Strategy/Activity

Provide Subs for trainings, IEPs, Building Thinking Classrooms PD for 20 people (2 days), etc. in order to improve school experiences and overall school culture for teachers, students, and parents.

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)
10655	Title I Part A: Allocation
500	Title I Part A: Parent Involvement

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	$140776
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$140776
Other State/Local Funds provided to the school	$129060

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: $269,836

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	129060	-22,677.00
Title I Part A: Parent Involvement	4000	626.00
Title I Part A: Allocation	136776	108,121.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration (S/C)	151,737.00
Title I Part A: Allocation	28,655.00
Title I Part A: Parent Involvement	3,374.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Amy McGinnis	Principal
Xiomara Tovar	Other School Staff
Eric Leavitt	Parent or Community Member
Ciro Donalek	Parent or Community Member
Luz Madera	Parent or Community Member
Caitlin Wheeler	Parent or Community Member
G. Dye	Secondary Student
M. Valdez	Secondary Student
Michael Dakan	Classroom Teacher
MaryAnn Kelly	Classroom Teacher
Elizabeth Najera	Classroom Teacher
Isabel Reynoso	Classroom Teacher

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
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2026.

Attested:



Principal, Amy McGinnis on 5/7/2026

SSC Chairperson, Caitlin Wheeler on 5/7/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for 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: Blair 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	556	$179,582.44

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Blair High School	**Principal:**	Amy McGinnis
School Number:	080	**Counselor:**	Andrea (Andi) Cordeirobenson
Date Completed:	4/1/26	**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
14.52%	13.50%	10.00%

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?	Improve Tier 1 instruction by using The 16 proactive strategies which include greeting students at the door & creating a positive classroom. Collect data from Aeries on a weekly basis. Admin will send a weekly report to teachers, (counselors, attendance	*16 proactive strategies will be used daily.* *Aeries data will be collected and analyzed **weekly.***	Increased student connectedness demonstrated by fewer absences Decreased absences

	clerk, and community assistants) to remind them to reach out to parents for those students who have (unexcused) missed more than one class period in the week. Data Control clerk, admin, ILT, and counselors will review data and provide early intervention by creating ILPs using Panorama Attendance incentives on a bi-yearly basis. Restorative circles.	*Once students miss 3+ days of school.* *Incentives will be once per semester.* *Restorative circles will be as needed.*	Decreased absences Decreased absences Increase in positive school culture, fewer suspensions, increased attendance
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?	Instructional Leadership Team, Attendance Clerk, Admin, IB TOSA	*Monthly*	Increased understanding of the importance of attendance Decrease in absences

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?	16 proactive strategies. Get to know 5 kids' names a week. Small group instruction in classrooms. Greeting students at the door. High levels of classroom engagement and increased student voice. Restorative practices. Site-Based Alternative to Suspension Grade-level competitions. Most improved attendance.	Every day. At least 1 time per week Every day. Every day. As needed. As needed. Monthly. Every Friday	Attendance data will improve. Decline in the number of students who are chronically absent.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the	Weekly information in the Viking Newsletter.	Weekly	Attendance data will improve.

importance of regular school attendance?	Positive weekly student messages about attendance in Viking Newsletter.	Weekly	Decline in the number of students who are chronically absent.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Parent conferences will be held for students not showing improvement in attendance. Enhance the SART process to include more points of parent contact and documentation. Research ways to help identify resources for families whose students are at high risk for chronic absenteeism. SART conference for students who are chronically truant and not improving.	Monthly Monthly Monthly	Attendance data will improve. Decline in the number of students who are chronically absent. have a high number of tardies, period absences, and full-day absences.

b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Monitor students with previous ILPs. Check-ins with counselors.		Attendance data will improve. Student-school relationships will improve.

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
ELAC	Other: Ly Madrid

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2026.

Attested:



Principal, Amy McGinnis on 5/7/2026

SSC Chairperson, Caitlin Wheeler on 5/7/2026

BLAIR HIGH SCHOOL pusd.us/blair
1201 S. MARENGO AVE, PASADENA, CA 91106 • (626) 396-5820

MEETING AGENDA

Thursday, February 5, 2026
Google Meet – 4:00 p.m.

I. Call to Order (5 minutes)

II. Roll Call (2 minutes)

III. Minutes – January 8, 2026 (5 minutes)

IV. New Business - Meeting Outcomes: 1. Review 2 data sets and make inferences, review the safety plan and give input, identify 3 potential alternative locations for off-site evacuations, identify future topics, update from principal

a. College Admissions Data - C. Wheeler (10 minutes)
b. iReady Growth Data - A. McGinnis (10 minutes) HS growth
c. Safety Plan Overview and Safety Action Plan - discussion & vote (15 minutes)
d. Discuss topics for next meeting (5 minutes)
- Review SPSA and discuss potential interventions for next year
- Staffing & Planning (DLIP teacher 6th, 7th English, 8th English out, Math out)
- School Consolidation Discussion - Impact on Blair, Communication Plan

V. Principal's Report (5 minutes)

a. Grading Period 5, 1/5/26-2/13/26 (6 weeks)
b. Grades available on Aeries on with grades available on Aeries, Friday, 1/9. See ALL Grade Reporting Windows HERE
c. John Lennon Bus on campus yesterday - students got to record music
d. Principal Goals 25-26 - iReady goal, met the mid-year goal of at least 50% growth
f. WASC mid-cycle review in April,
g. Trucker hat incentives for growth
h. Catalina Trip is March 13-15th
i. Donation for student grants for 9th grade Catalina Trip in November 2025 and for 8th grade Catalina Trip in March 2026.
j. Walkout
k. Science Night

VI. Subcommittee and Other Reports

VII. Good of the Order

VIII. Adjournment

Reference: CAASPP Data (Data Inquiry Tool)

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Meeting Minutes

Thursday, February 5, 2026
Google Meet – 4:00 p.m.

I. Call to Order (5 minutes)

II. Roll Call (2 minutes) - Caitlin Wheeler, Amy McGinnis, Mary Ann Kelly, E Leavitt, Ciro Donalek, Giulia Dye, Elizabeth Bustillos, Luz Madera, Isabel Reynoso

III. Minutes – January 8, 2026 (5 minutes) - Minutes Approved
December 4, 2025 - Minutes Approved

IV. New Business - Meeting Outcomes: 1. Review 2 data sets and make inferences, review the safety plan and give input, identify 3 potential alternative locations for off-site evacuations, identify future topics, update from principal

a. College Admissions Data - C. Wheeler (10 minutes)
- Compilation of UC Admissions Data (2022-2024) for 4 PUSD High Schools, Neighboring School Districts, Private School; Blair does very well when compared with district (even considering that our small population can mean larger variations year to year)

b. iReady Growth Data MS -
iReady Growth Data HS - A. McGinnis (10 minutes);
- MS - ELA made significant growth; Math also showed growth (thought not as much as ELA); exceed our goals
- Harder to display data (no national % typical growth to compare with), but growth is also visible

c. Safety Plan Overview and Safety Action Plan - discussion & vote (15 minutes)
- Canine Solutions - positive experience with students for the most part
- HS Fence - pros and cons - open campus vs safety considerations, will include improved lighting and camera coverage
- Ask about rolling gates vs push gates - rolling gates could be open for better foot traffic flow, but maintain security when closed
- Vote - Blair's Safety Plan & Action Plan - Unanimous Vote in Favor, Approved

c. Discuss topics for next meeting (5 minutes)
- Review SPSA and discuss potential interventions for next year
  - Staffing & Planning - many long term subs, how to plan? How to support subs / students?
  - School consolidation discussions at district level - how to reduce impact / address concerns of HS parents, getting a firmer timeline

will help schools & parents make plans for future

V. Principal's Report (5 minutes)

a. Grading Period 5, 1/5/26-2/13/26 (6 weeks)
b. Grades available on Aeries on with grades available on Aeries, Friday, 1/9. See ALL Grade Reporting Windows HERE
c. John Lennon Bus on campus yesterday - students got to record music
- students had opportunity to write, produce, create music video
- video will be available on YouTube
d. Principal Goals 25-26 - iReady goal, met the mid-year goal of at least 50% growth
f. WASC mid-cycle review in April,
g. iReady diagnostics begin next week for math and English
h. Trucker hat incentives for growth
- 100+ students per grade level received hats!
i. Catalina Trip is March 13-15th
j. Donation for student grants for 9th grade Catalina Trip in November 2025 and for 8th grade Catalina Trip in March 2026.
- Walkout event scheduled Feb 6 (12:50) - to City Hall, anticipating some students will participate

VI. Subcommittee and Other Reports

VII. Good of the Order

- Science Night - Feb 19
- Trout in the Classroom - Trout Eggs arrived today, ⅞
- District School Site Council - attended by Luz Madria, Programs for students with disabilities, IA students, importance of taking into account ELAC input at schools, Feb 17th LCAP meeting with info on how it is implemented, at Washington Elementary

VIII. Adjournment - 5:11 pm

Reference: CAASPP Data (Data Inquiry Tool)