

School Year: **2020-21**



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
Pacific Career and Technology	34765053430261	6/3/2020	

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement

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

Pacific High School remains qualified for Comprehensive Support and Improve due to the low performance within our graduation rate. We work to provide high quality learning opportunities in an alternative high school setting to support students with their success.

Focus on instructional strategies and programs to increase student achievement.

Goals are:

- Increase EL proficiency rates
- Reduce suspension rate
- Increase graduation rate
- Increase math proficiency

Increase ELA proficiency
Increase student connection to
Identify CTE program opportunities

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students and parents want a connection to the school and that they want to graduate and parents want their students to graduate. Also, they want the school to provide the resources needed for students to be successful at the school. This is communicated by students to staff and from parents at parent meetings.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walkthroughs by site and district administration. Classroom observations conducted by site administration. Teachers incorporating the discipline in the classroom management strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CA Dashboard shows red for College/Career, Suspension and Graduation rate. Principal dashboard showed improvement in attendance, chronic absence, suspension rate during the school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Monitoring the principal dashboard reviewing benchmark assessment data with site PLC to discuss student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Weekly site PLC meetings and monthly staff meeting with review of CFAs and district benchmarks. Review of the data.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed. District PD offered during school year and summer. Site offers site and offsite PD opportunities and training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District Content PLC meetings focus on content standards, benchmarks and professional development needs

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Department PLC instructional support provided by district content specialist and EL, SPED specialists

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Site PD calendar established by ISLT - department PLC held three weeks during each month during school year

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and materials are aligned with content and performance standards through district content PLCs and using teacher and district expertise.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided to all sites and classrooms. Students receive the instructional materials need for each classroom.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Instructional materials provided to all sites and classrooms. Students receive the instructional materials need for each classroom. Teacher use the district adopted instructional materials for instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Use of the tiered approach of site service to help underperforming students meet standards - tutoring, re-teaching, re-testing, SST meeting, classroom management, effective first teaching, credit recovery

Evidence-based educational practices to raise student achievement

Best practices in classroom management, teaching practice, re-teaching, alternative assessments, re-testing

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Participation of all groups in the following depending on the group: SST, IEP, tutoring, effective classroom management and first instruction

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We encourage collaboration and meaningful relationships and hold the following opportunities to engage with families; Parent meetings, BTSN, Open House, ISLT, staff meetings, site PLCs, SSC, ELAC

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tutoring, professional development and training, credit recovery - utilizing online Edgenuity instructional platform school wide to help with credit recovery for students

Fiscal support (EPC)

CSI funding support technology for online instructional platform

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

How, when and with whom did the school consult as part of planning process for this SPSA Evaluation and Analysis?

The School Site Council (SSC) and the Professional Learning Community (PLC) review data and identifies any correlations and outcomes relating to the School wide Learner Outcomes. The SSC and PLC uses data to determine the goals for the Single Plan for Student Achievement (SPSA). School staff monitors students' academic performance, behavior and goals to support student learning and success in our small learning environment.

How did these consultations impact the SPSA for the upcoming year?

The SSC discusses the resources needed to implement or support programs outlined in the Single Plan for Student Achievement. They determine what resources are needed and how to use them to meet the School wide Learner Outcomes. The PLC looks at relevant data, to implement or formulate intervention strategies that will support student learning and School wide Learner Outcomes.

Meetings: 12/11/19, 2/5/20, 6/3/20.

Resource Inequities

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

Pacific Career and Technical High is designated for CSI support based on the performance indicators noted on the CA Dashboard.

Eligibility is based on: Red indicators for Suspension, Graduation and College/Career. English Learner progress data not displayed for privacy - less than 11 students

Suspension indicator shows:

18.1% suspended at least once, increase of 0.4%

Increase of 1.8-5.7% for the following groups – Hispanic, Homeless, SWD, African American

Site will continue the site and district focus classroom management and engagement strategies and site incorporating more restorative justice practices. Also, continuing the created programs that recognize student successes in attendance and behavior with rewards and incentives to build school connections. Based on the district indicators on principals dashboard, there has been a reduction in suspensions for this school year.

Graduation indicator shows:

61.6% graduated, decreased 3.5%

Site added more technology in classrooms to help students access the curriculum and use credit recovery programs. There will be more technology added this year as well as using an online platform to help accelerate student credit recovery and success. Continuing the programs to recognize student successes in attendance and behavior with rewards and incentives to build school connections. Based on the district indicators on principals dashboard, there has been a reduction an increase in attendance rate and decrease in chronic absence for this school year.

College/Career indicator shows:
0% prepared, maintained 2.3%

Site will focus on this area by working with the TRUSD CTE department to identify programs that would meet the needs and interest of our students. Survey the students to determine a CTE program of student and staff interest and to determine what can be offered by teacher credential.

The needs assessment conducted by the School Site Council and data review and analysis conducted in staff meetings in February 2020 identified the areas of need. The small staff worked together provided analysis for the plan. The areas are addressed in the plan and relate to the indicators on the CA Dashboard.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.70%	%	0%	1		0
African American	15.49%	25.81%	15.6%	22	32	17
Asian	1.41%	0.81%	0%	2	1	0
Filipino	%	%	0%			0
Hispanic/Latino	47.89%	45.16%	48.62%	68	56	53
Pacific Islander	2.11%	1.61%	0.92%	3	2	1
White	27.46%	21.77%	22.02%	39	27	24
Multiple/No Response	0.70%	1.61%	10.09%	1	2	3
Total Enrollment				142	124	109

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	2	1	
Grade 11	45	27	34
Grade 12	95	96	75
Total Enrollment	142	124	109

Conclusions based on this data:

1. Enrollment declined this year to similar level of enrollment in 2017
2. Significant enrollment increase of African American students
3. Hispanic/Latino enrollment is largest group of students and almost double of the significant sized groups

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	19	11	19	13.4%	8.9%	17.4%
Fluent English Proficient (FEP)	27	25	14	19.0%	20.2%	12.8%
Reclassified Fluent English Proficient (RFEP)	4	0	0	30.8%	0.0%	0.0%

Conclusions based on this data:

1. Decrease in the number of EL students reclassified
2. Decrease in the overall number and percent of EL students in enrollment
3. Number of Fluent English Proficient students has been relatively the same for the two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	69	57	47	64	50	37	63	50	37	92.8	87.7	78.7
All	69	57	47	64	50	37	63	50	37	92.8	87.7	78.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2437.	2429.	2475.	0.00	0.00	0.00	6.35	2.00	10.81	20.63	16.00	24.32	73.02	82.00	64.86
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	6.35	2.00	10.81	20.63	16.00	24.32	73.02	82.00	64.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.59	2.00	2.70	30.16	34.00	32.43	68.25	64.00	64.86
All Grades	1.59	2.00	2.70	30.16	34.00	32.43	68.25	64.00	64.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	2.70	19.05	6.00	29.73	80.95	94.00	67.57
All Grades	0.00	0.00	2.70	19.05	6.00	29.73	80.95	94.00	67.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	2.00	0.00	41.27	48.00	62.16	58.73	50.00	37.84
All Grades	0.00	2.00	0.00	41.27	48.00	62.16	58.73	50.00	37.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.59	0.00	5.41	34.92	32.00	40.54	63.49	68.00	54.05
All Grades	1.59	0.00	5.41	34.92	32.00	40.54	63.49	68.00	54.05

Conclusions based on this data:

1. Percent of ELA students tested has decreased the last three years
2. Highest ELA achievement in the last three years in percent met and percent nearly met
3. Increase in three of the four areas but reading and writing is still an issue for our students

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	69	57	47	63	50	32	63	50	32	91.3	87.7	68.1
All	69	57	47	63	50	32	63	50	32	91.3	87.7	68.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2400.	2389.	2416.	0.00	0.00	0.00	0.00	0.00	0.00	4.76	0.00	12.50	95.24	100.0	87.50
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	4.76	0.00	12.50	95.24	100.0	87.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	1.59	0.00	6.25	98.41	100.0	93.75
All Grades	0.00	0.00	0.00	1.59	0.00	6.25	98.41	100.0	93.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	9.52	4.00	28.13	90.48	96.00	71.88
All Grades	0.00	0.00	0.00	9.52	4.00	28.13	90.48	96.00	71.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	30.16	18.00	34.38	69.84	82.00	65.63
All Grades	0.00	0.00	0.00	30.16	18.00	34.38	69.84	82.00	65.63

Conclusions based on this data:

1. Percent of students tested has decreased the last three years
2. No students met the standard
3. The percent of students in the standard nearly met has increased the last three years

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*	*	*	*	*	*	*	5
Grade 12	*	*	*	*	*	*	*	7
All Grades							12	12

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*		*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	8.33	*	58.33	*	33.33	12	12

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	*	0.00	*	41.67	*	33.33		25.00	12	12

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*		*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades		0.00	*	8.33	*	16.67	*	75.00	12	12

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
12	*	*	*	*	*	*	*	*	
All Grades	*	0.00	*	25.00	*	75.00	12	12	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	66.67	*	16.67		16.67	12	12

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		0.00	*	25.00	*	75.00	12	12

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	83.33	*	16.67	12	12

Conclusions based on this data:

1. Number of students tested was the same for the two years
2. The majority of students tested are in levels three and two
3. The areas with majority of level one scoring is reading, listening, writing

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
124	90.3	8.9	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	8.9
Foster Youth	1	0.8
Homeless	17	13.7
Socioeconomically Disadvantaged	112	90.3
Students with Disabilities	24	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	25.8
Asian	1	0.8
Hispanic	56	45.2
Two or More Races	4	3.2
Pacific Islander	2	1.6
White	27	21.8






Conclusions based on this data:

1. High percentage of socioeconomically disadvantaged students
2. Hispanic is highest percentage of students enrolled
3. High percentage of students with disabilities

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Red
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Graduation category is red on CA dashboard
2. Suspension category is red on CA dashboard
3. College/Career category is red on CA dashboard

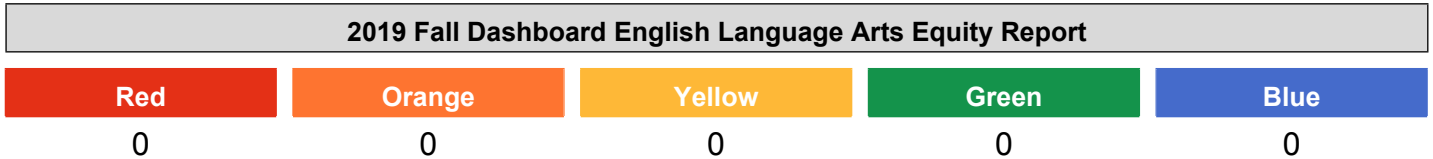
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color 108.6 points below standard</p> <p>Increased Significantly ++57.5 points 13</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p>  <p>No Performance Color 0 Students</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color 124.9 points below standard</p> <p>Increased Significantly ++36.8 points 11</p>	<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 10

Conclusions based on this data:

1. All students category increased from previous year by 57.5 points
2. Socioeconomically disadvantaged category increased from previous year by 36.8 points
3. Only two categories had more than eleven students to allow for data release

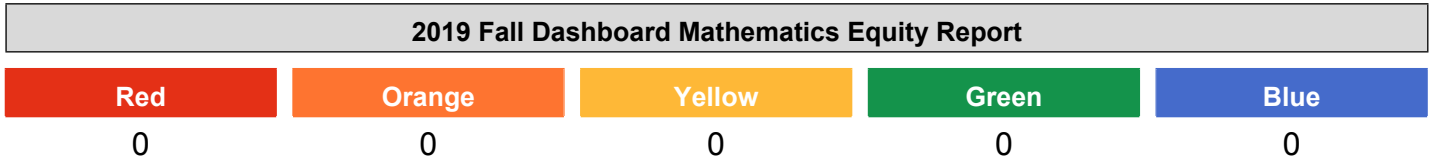
School and Student Performance Data

Academic Performance Mathematics

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






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

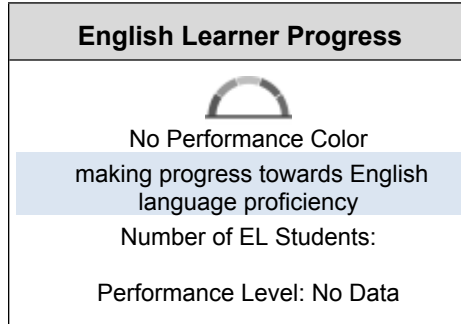
1. None of the categories have more than eleven students so no data can be released

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Not enough students tested in this category for data

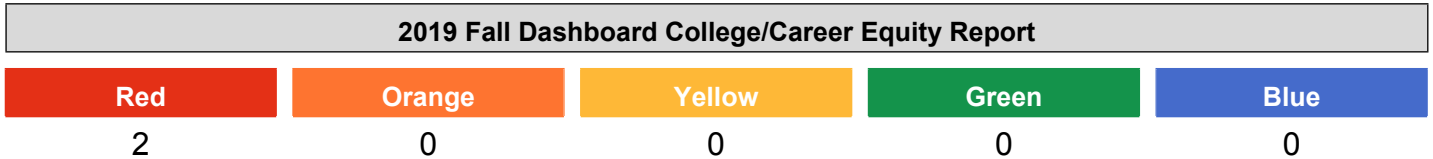
School and Student Performance Data

Academic Performance College/Career







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



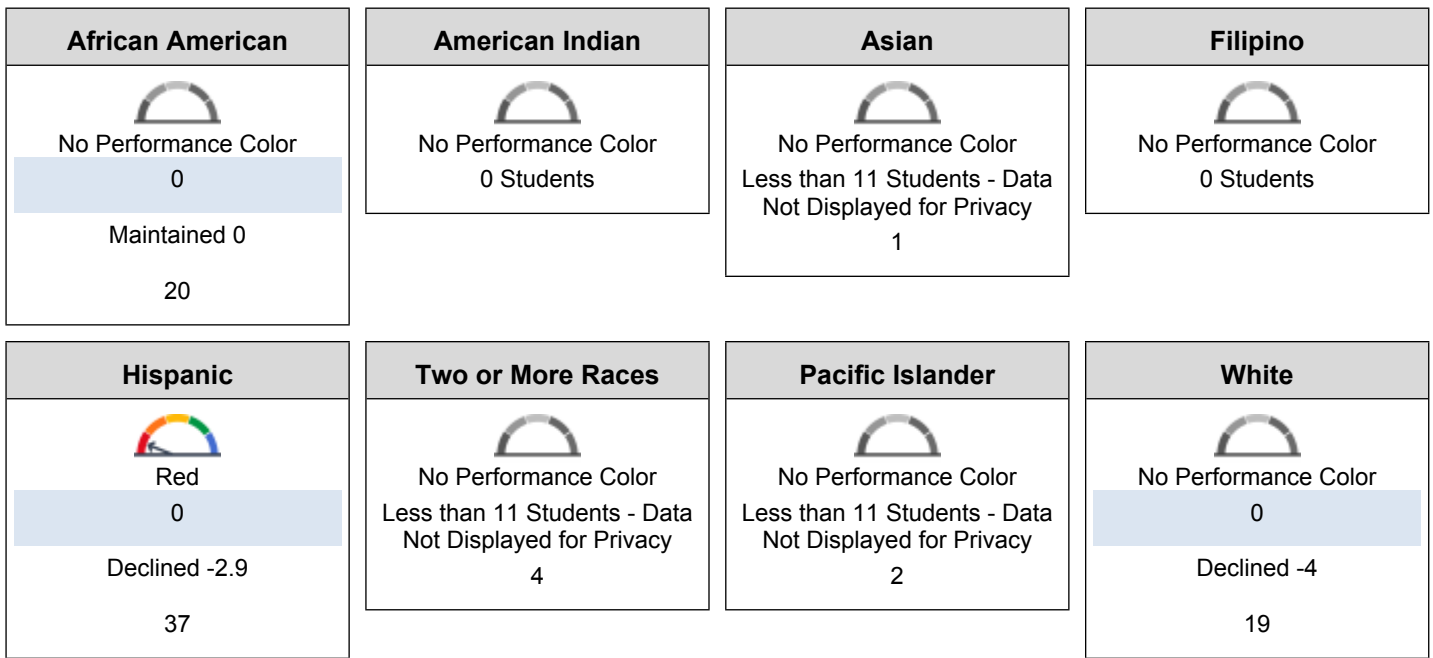
This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>0</p> <p>Declined -2.3</p> <p>86</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>0</p> <p>Maintained -1.3</p> <p>80</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>18</p>

2019 Fall Dashboard College/Career by Race/Ethnicity



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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	2.3 Prepared	0 Prepared
Approaching Prepared	11.4 Approaching Prepared	4.7 Approaching Prepared
Not Prepared	86.4 Not Prepared	95.3 Not Prepared

Conclusions based on this data:

1. All student category decreased 2.3 percent
2. Data for class of 2019 decreased from the class of 2018
3. Data reflects that PHS does not have a CTE program which helps with this category

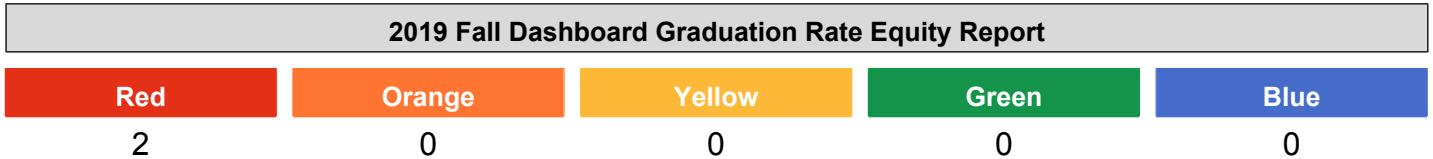
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>61.6</p> <p>Declined -3.5</p> <p>86</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>53.9</p> <p>Maintained 0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>60</p> <p>Declined -5.4</p> <p>80</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>38.9</p> <p>Declined -7.8</p> <p>18</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65 Increased +5 20	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 54.1 Declined -9.8 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 73.7 Increased +9.7 19

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
65.2	61.6

Conclusions based on this data:

1. Graduation rate decreased 3.5 percent from previous year
2. Socioeconomically disadvantaged, students with disabilities and Hispanic categories decreased 5.4 percent, 7.8 percent and 9.8 percent respectively
3. African American and White categories increased 5 percent and 9.7 percent respectively

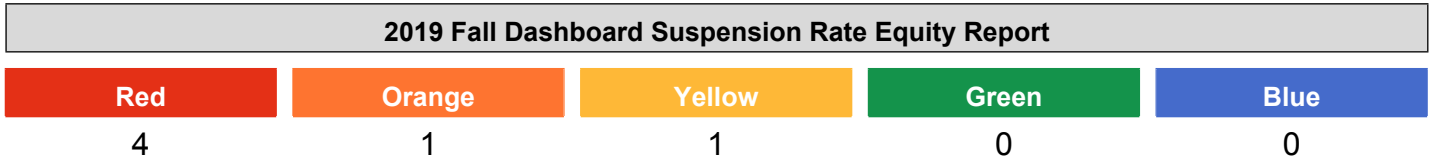
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red 18.1 Increased +0.4 193</p>	<p>English Learners</p>  <p>No Performance Color 5 Declined -29.6 20</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p>Homeless</p>  <p>Red 27 Increased +3.7 37</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange 18.6 Declined -0.8 172</p>	<p>Students with Disabilities</p>  <p>Red 24.3 Increased +3.8 37</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 27.7 Increased +5.7 47		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Red 19.3 Increased +1.8 83	 No Performance Color 17.6 Increased +3.4 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 7 Declined -8 43

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17.7	18.1

Conclusions based on this data:

1. Suspension rate increased 0.4 percent
2. Categories that increased Homeless, Students with Disabilities, African American and Hispanic
3. Categories that decreased Socioeconomically Disadvantaged and White

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Academic Achievement & Decrease Disproportionalities

LEA/LCAP Goal

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Goal 1

PHS will increase academic achievement and decrease disproportionalities
 English Learner Progress: Increase of students at level 3 to 40% and level 4 to 15%
 Increase CAASPP ELA score 5% points to 15%

Identified Need

Based on the California School Dashboard, Pacific's academic performance on the CAASPP and English Learner Progress, TR Principals Dashboard:
 CAASPP scores for ELA: 10.81% increase 8.81%
 Failing student rate: 71.64% increase 1.78%
 ELA benchmark: 11.36% increase 2.27%
 English Learner Progress: Level 1: 16.7%, Level 2: 41.7%, Level 3: 33.2%, Level 4: 8.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students passing ELA classes with a C or higher	ELA 64%	ELA 68%
Increase the number of students passing math classes with a C or higher	Math 35%	Math 40 %
Increase ELA CAASPP scores	11%	15.0%

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. EL students, SPED, Foster youth, Low income, Schoolwide.

Strategy/Activity

PHS will continue to focus on instructional improvement and student achievement using Title I funding:

1.1 Staff professional development: instructional strategies, EL strategies, EL program support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I Basic 2000-2999: Classified Personnel Salaries Extra duty timesheets
432	Title I Basic 3000-3999: Employee Benefits Statutory benefits
1000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher PD salary
143	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Statutory benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students. EL students, SPED, Foster youth, Low income, Schoolwide.

Strategy/Activity

1.2 Instructional materials and supplies for academic support of EL, foster youth, low income and all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title I Basic 4000-4999: Books And Supplies Other books and reference materials

Annual Review

SPSA Year Reviewed: 2019-20

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.

Improve student achievement using the CAASPP data to increase proficiency. Improve student performance yearly for ELA and math. Focus on collaboration, data analysis and instruction through school PLC and staff professional development. Increasing the use of technology in the classroom to help provide better access for students with intervention programs.

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

None

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.

Using the CA Dashboard and TRUSD Principal dashboard to monitor this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure All Students Graduate College & Career Ready

LEA/LCAP Goal

Goal 2 - Ensure all Students Graduate College & Career Ready

Goal 2

PHS will increase graduation rate by 5% points

Identified Need

CA Dashboard Academic Engagement
 Graduation rate: red designation at 61.6%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate	61.6%	66%

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. EL students, SPED, Foster youth, Low income, Schoolwide.

Strategy/Activity

2.1 Instructional materials/supplies/planners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I Basic

4000-4999: Books And Supplies
Instructional materials/supplies/planners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students. EL students, SPED, Foster youth, Low income, Schoolwide.

Strategy/Activity

2.2 Interventions using computer programs requiring licensing software

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)

1000

Source(s)

Title I Basic
5000-5999: Services And Other Operating Expenditures
Interventions using licensing software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students. EL students, SPED, Foster youth, Low income, Schoolwide.

Strategy/Activity

2.3 Update and purchase technology to supplement the instruction to enhance student learning and engagement under the new instructional platform in classroom or virtual

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)

45000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Computers, technology, SMART TV

11852

Title I Basic
4000-4999: Books And Supplies
Computers, technology, SMART TV

Annual Review

SPSA Year Reviewed: 2019-20

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.

Increasing graduation rate requires improving KPIs that have a direct impact. Provide professional development for teachers and staff to improve first instruction. Continue the use of computer based credit recovery intervention programs and to supplement instruction. Data and assessment review to target areas for improvement. Increase computers and classroom or virtual technology for the instructional platform implementation in 2020-2021. Using Discipline in the Secondary classroom strategies and CHAMPS posters to improve school and classroom management.

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

Instructional platform will require more technology and computers for instruction on campus and virtual. - online platform

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.

Using the CA Dashboard and TR principal's dashboard the metric for monitoring this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Culture and Climate through Increased Student Engagement

LEA/LCAP Goal

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Goal 3

PHS will improve culture and climate through increased student engagement and connections to the school

Decrease suspension rate by 5% points

Increase attendance rate by 5% points

Decrease chronic attendance rate by 5% points

Explore CTE program opportunities

Continue athletic team participation

Identified Need

CA Dashboard Conditions and Climate:

Suspension rate: red designation at 18.1% increase 0.4%

TR Principal's Dashboard:

Attendance rate is 83% increase 9%

Chronic absence rate is 52% decrease 21%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate	18.1%	13.1%
Increase attendance rate	83%	88%
Decrease chronic absence rate	52%	47%

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. EL students, SPED, Foster youth, Low income, Schoolwide.

Strategy/Activity

3.1 Decrease suspension rate, Increase student attendance, Continue motivational/encouragement 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)

2500

Source(s)

Title I Basic
4000-4999: Books And Supplies
Equipment costing between 500-4999

Annual Review

SPSA Year Reviewed: 2019-20

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.

Improving student engagement requires creating a school environment that students and staff want to participate. KPIs that will demonstrate more connections to the school are daily and chronic attendance and suspension rates. Improving those areas means more students are on campus and potentially involved in school programs and activities.

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

Instructional platform change - online platform

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.

Using the CA Dashboard and TRUSD principal's dashboard to monitor this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Parent Engagement

LEA/LCAP Goal

Goal 4 - Increase Parent Engagement

Goal 4

Increase Parent Engagement by conducting more workshops and training from 3 to 6 meetings for the year

Identified Need

Activities and workshops to increase parent participation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent meetings, trainings and workshops	2-3 meetings	5-6 meetings
Increase parent communication (Blackboard messages)	As needed	Bi-weekly
Parent/student newsletter	None	Quarterly

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. School wide

Strategy/Activity

4.1 Provide food for the parent meetings, workshops or training

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)

584

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Food for meetings

Annual Review

SPSA Year Reviewed: 2019-20

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.

Increasing parent engagement is a focus and a challenge especially for a continuation campus. Increase the number of parent meetings, activities and training on campus or virtual using staff or outside presenters to garner more interest.

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

None

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.

Increase the number of parent events for 2019-20

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	\$21,268
Total Federal Funds Provided to the School from the LEA for CSI	\$46,143
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$67,411.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$46,143.00
Title I Basic	\$20,684.00
Title I Part A: Parent Involvement	\$584.00

Subtotal of additional federal funds included for this school: \$67,411.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$67,411.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	46,143.00
Title I Basic	20,684.00
Title I Part A: Parent Involvement	584.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	575.00
4000-4999: Books And Supplies	62,836.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	1,000.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	143.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	45,000.00
2000-2999: Classified Personnel Salaries	Title I Basic	2,000.00
3000-3999: Employee Benefits	Title I Basic	432.00
4000-4999: Books And Supplies	Title I Basic	17,252.00

5000-5999: Services And Other
Operating Expenditures

Title I Basic

1,000.00

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

584.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,975.00
Goal 2	60,352.00
Goal 3	2,500.00
Goal 4	584.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Darryl Hawthorne	Principal
Daniel Grubbs	Classroom Teacher
Mike Kroes	Classroom Teacher
Reggie Owens	Classroom Teacher
Debra Trejo	Classroom Teacher
Kangbou Yang	Other School Staff
Jose Nieto	Parent or Community Member
Myrtle Anderson	Parent or Community Member
Tammy Simmons	Parent or Community Member
Gabriel Martinez	Secondary Student
Fatima Nieto Gomez	Secondary Student
Jose Carlos	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 6/3/2020.

Attested:



Principal, Darryl Hawthorne on 6/4/2020



SSC Chairperson, Debra Trejo on 6/4/2020