

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
CIS Academy	19-64881-0117440	April 19, 2022	June 23, 2022

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)

Comprehensive Support and Improvement

CSI is identified as a CSI school based on its graduation rate and a Title I school with about 50% of students who fall into this category. Measures will be used to help all students meet goals set forth in their Individual Learning Plans with regard to increasing academic skills in Math, English and Science. Support will be met with more small group and individual instruction in each academic area.

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.

CIS Academy is targeting remedial academics in an effort to increase students at below-basic and far-below-basic levels into at least one minimum category above. SBAC, CAASPP and English Language Learners performance strands will be used for academic evaluations.

In response to the effects of COVID-19, CA Senate Bill 98 waived some requirements and opportunities for gathering and reporting information. All statements, evaluations, data and analysis in this report are appropriately sourced from valid and reliable data from the 2018-2019/2019-2020 school years.

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

The school discussed the school plan from 2020-21 at SSC meetings in January, February and March of 2022. The SPSA was also discussed in "A" Monday staff meetings. All meetings in the 2021-22 school year have been conducted using a virtual/remote format.

Resource Inequities

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

Reduction in staffing due to numbers on norm day, when those numbers increase dramatically over the course of the school year, funding does not follow proportionally to address fluctuations in student enrollment.

School Vision and Mission

To meet its vision and mission, the CIS Academy has implemented blended learning, combining supplemental seminars and additional target studies, and a 100% remote-learning option at grades TK to 7 to meet the needs of its diverse population, as well as the demands of current local, state and federal requirements. Using Chromebooks and guided by Common Core standards, teachers collaborate to create, adjust and improve their lessons. One of the strengths of the CIS Academy is the individual relationships cultivated between students and teachers through an Individualized Learning Plan (ILP) that is developed and personalized for each student. Finally, consistent contact is maintained among all stakeholders.

CIS Academy is a personalized alternative institution offering an education program that empowers confident, courageous, and complex thinkers. Embracing the many possible directions after high school for its students, CIS Academy prepares its students for careers, higher education, as well as an active role in their local and global communities.

School Profile

The CIS Academy (CIS) is an alternative education school headquartered on the campus of Pasadena High (PHS). Located fifteen miles northeast of Los Angeles in the city of Pasadena at the base of the picturesque San Gabriel Mountains, CIS is surrounded on three sides by tree lined residential streets and the Eaton Canyon Wash and Golf Course to the east. As of this school year (2021-22), a second campus has been established nearby at Wilson Middle School (Wilson) to offer virtual learning for students in grades TK to 7. The PHS campus serves students in grades 6 to 12. At both campuses, CIS utilizes independent study as the primary means for curriculum delivery with blended learning and online-only classes.

The Pasadena Unified School District (PUSD) consists of twenty-three schools serving approximately 16,000 of the more than 30,000 school-age children who are eligible to attend them: thirteen elementary schools, three middle schools, one K-8 school, two 6-12 secondary schools, two traditional high schools and two alternative education schools. As of 2021-2022, CIS Academy, one of the alternative education schools, is the only TK-12 school in the district. The District has been experiencing declining enrollment since 2001 which has resulted in the closing of five schools in the last three years. This can be attributed to the fifty-three private and charter schools operating within the District boundaries as well

as the soaring cost of real estate, which has pushed families out of district to more affordable communities. The community served by PUSD is ethnically, linguistically, and economically diverse. According to the 2020 Census, 138,999 people resided in the city of Pasadena, a slight increase from 2010 (137,000); 35.9% are White, a decrease from 2010 (38.8%); 34.9% are Hispanic or Latino, a slight increase from 2010 (33.7%); 17.2% are Asian, an increase from 2010 (14.1%); 8.8% are African-American, a decrease from 2010 (10.1%); 3.2% are other ethnicities. The ethnic enrollment of CIS differs from that of the District in that we serve eight percent more Hispanic/Latino students than our District counterparts—a rate that is almost double that of the Hispanic/ Latino share of the city population. The percentage of white students is half that of the District; a one-sixth ratio compared to the city. The African American student ratio is the same for both CIS and the District, while the Asian student ratio at CIS is considerably less than that at other District schools.

During the same ten-year window (between the 2010 and 2020 censuses) median household income rose from \$61,450 to \$83,068. The median price of housing increased from \$657,000 to \$785,700, while the median price for rentals reached \$1,800 per month. The percent of those owning homes fell from 45.8% to 42%. Of the 90,934 residents over the age of twenty-five, 88.3% are high school graduates and 52.3% hold at least a bachelor's degree; 17% of the population has not received a high school diploma or equivalent. The average household consists of 2.5 individuals with 86.8% of persons over the age of 1 year residing in the city for at least a year. 44.9% of residents reside in a household in which a language other than English is spoken. The percentage of foreign-born persons is 30%. The percentage of persons living in poverty stands at 14.5%. Eighty-one percent of Pasadena residents have resided in the city for at least a year; only sixty-eight percent have lived here for more than five years.

The above statistics, coupled with recent economic trends, point to a highly transitional population. This trend is reflected in enrollment both in the District and at CIS. Due to the pandemic and the disruptions it continues to cause, we are serving an even larger enrollment at CIS, which necessitated opening the second campus at Wilson Middle School (Wilson) at the start of this year (2021-22). Currently, our total student enrollment stands at 499 students. Normally we would serve 240-270 students at any one time and 325-450 students in any one year. Due to unusually high turnover and Executive Order N-30-20 which waived the assessment, accountability, and reporting requirements for the 2019-2021 school years, our ability to report and evaluate student progress based solely on state test scores is directly impacted and our ability to draw meaningful conclusions is correspondingly limited.

CIS Academy (CIS) operated as a high school program at Pasadena High School from 1990 until 2007, when it became a District program. In 2009, CIS received its own CDE Code and became a separate school. Originally located in one oversized classroom on the northeast corner of the Pasadena High School campus, it started with four teachers and 120 students from Pasadena High School. The program was opened to all District students in 2007. Enrollment reached 425 and a satellite site was opened at Learning Works. District leadership then decided that CIS should apply for its own school code and this process was completed in the 2009-2010 School Year. The Learning Works site separated from CIS and became a charter school with its own CDE code, also at this time.

CIS occupies nine classrooms on the Pasadena High School campus and has expanded into additional space at Wilson Middle School, with twelve certificated teachers, two CTE teachers, and a supporting staff including a principal, a program specialist, a counselor, an office manager, and a data clerk serving approximately 450 students at any given time. The school has traditionally served a population of predominantly “at risk” students who may be more successful in an alternative educational setting for issues including: credit recovery, being medically fragile, being a teen parent, needing to work to support their families, gender identity issues, homelessness, and substance abuse. That remains the case, and we continue to serve a relatively small, but steady subset of students pursuing professional careers, often in the arts (e.g. acting or performing arts). A growing population has been students who are on track and choosing our program to accelerate the pace of their education, often by dual enrolling in college classes at local community colleges like Pasadena City College. Our school also serves students who are age-inappropriate to grade level, substantially behind in credits for their grade level, transitioning to adult school programs, and in dropout recovery. As of this school year (2021-22), operating during the pandemic has meant that we are attracting students who enroll due to pandemic-related concerns or issues, as CIS and our independent study-based model is the only viable option in our District for these students. This fall, we found ourselves with an influx of students that led to hiring a part-time teacher who is now serving eighteen students while, as of January 2022, our District hired a full-time teacher to address our waiting list of twenty-five additional students.

Since the inception of the Career Exploration Opportunities (CEO) pathway in 2014, CIS has continued to work closely with many agencies and groups from the local community. Parent-driven organizations include the School Site Council (SSC) and, until this year, the English Language Acquisition Committee (ELAC) (ELAC has been suspended for the 2021-22 school year due to a lack of qualifying students). Community agencies include Huntington Hospital, Kaiser, Pasadena Health Department, Lions Club International, Pasadena City College (PCC), Community Education Center (CEC), Amgen Laboratory, and the Pasadena Chamber of Commerce. These agencies offer internships and apprenticeship and job shadowing experiences. The Sycamore group provides students with counseling (Medi-Cal

insured) for therapeutic treatment; students who do not qualify are referred to outside agencies. The Student Success Collaborative through Pacific Oaks College is part of a District initiative for Social Emotional Learning (SEL). The referral program provides students with a coach to help them with educational goals while facilitating access to community wellness support. The College Access Program (CAP) provides services to help students and families navigate the college process, supporting them from middle school through college graduation. The CAP counselor is available in-person on campus and virtually, two days each week. At the secondary level, Lions International is a club on campus that offers new learning and leadership experiences and community service opportunities. Additionally, the Health Occupations Students of America (HOSA) is a Career Technical Student Organization (CTSO), sponsored by CA Department of Education, which offers leadership opportunities in the Health Care field. Secondary students can concurrently enroll and participate in sketching, drawing, graphic arts, photography, painting, social science, science, and language classes offered by Pasadena City College. At the elementary level, art classes are provided by a consulting artist and this program will be available at the secondary level in the 2022-2023 school year.

Beginning six years ago, students were able to be concurrently enrolled in courses offered through Pasadena City College and take them on our campus. Soon afterwards, the Twilight Adult School (PUSD) began to offer courses in Medical Terminology and Home Health Care in the late afternoon. These were non-credit, college level classes that counted as a year's elective credit per course for CIS and other high school students. These classes are now part of the standard offerings for secondary students at CIS. CIS has also partnered with the LEARNS Program to offer after school activities such as Driver's Education and tutoring classes. Due to Covid-19, these programs have been temporarily suspended until further notice.

For additional information, the CIS website can be accessed at <http://cis.pusd.us>

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.49%	0		2
African American	11.92%	11.0%	13.83%	23	17	56
Asian	0.52%	1.3%	6.91%	1	2	28
Filipino	0.52%	%	0.25%	1		1
Hispanic/Latino	70.47%	67.5%	55.31%	136	104	224
Pacific Islander	0.52%	0.7%	0.25%	1	1	1
White	12.95%	14.9%	16.05%	25	23	65
Multiple/No Response	2.59%	4.6%	5.68%	5	7	23
Total Enrollment				193	154	405

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			31
Grade 1			22
Grade 2			43
Grade3			30
Grade 4			37
Grade 5			24
Grade 6	1	1	32
Grade 7	4		24
Grade 8	6	1	18
Grade 9	7	4	14
Grade 10	10	13	26
Grade 11	58	14	43
Grade 12	107	121	61
Total Enrollment	193	154	405

Conclusions based on this data:

1. The significant change in enrollment is due to expansion to the Wilson campus which added the TK to 7-totally online/remote instructional program. (The Number of Students for TK is 2; all other grades are recorded on the

table.) CIS, located on PHS campus, is the secondary program serving students in grades 7 to 12. The number of students fluctuates because students transfer in and out throughout the year, both before and after testing. Due to the pandemic and the disruptions it continues to cause, we are serving an even larger enrollment at CIS, which necessitated opening the second campus at Wilson Middle School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	25	12		13.0%	7.8%	
Fluent English Proficient (FEP)	69	67		35.8%	43.5%	
Reclassified Fluent English Proficient (RFEP)	1	22		2.4%	88.0%	

Conclusions based on this data:

1. The changes in EL student population are affected by the Covid-19 Pandemic because CIS is the only non in-person program available in the District.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*	*		*	0		*	0				
Grade 7	*			*			*					
Grade 8	14	4		8	0		8	0		57.1	0.0	
Grade 11	74	20		63	11		63	11		85.1	55.0	
All Grades	96	26		75	11		75	11		78.1	42.3	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*			*			*		
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
Grade 11	2484.	2594.		4.76	18.18		17.46	45.45		12.70	9.09		65.08	27.27	
All Grades	N/A	N/A	N/A	4.00	18.18		16.00	45.45		14.67	9.09		65.33	27.27	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	7.94	*		36.51	*		55.56	*	
All Grades	8.00	*		34.67	*		57.33	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	9.52	*		25.40	*		65.08	*	
All Grades	8.11	*		29.73	*		62.16	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	6.35	*		53.97	*		39.68	*	
All Grades	6.67	*		49.33	*		44.00	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	11.11	*		28.57	*		60.32	*	
All Grades	9.33	*		29.33	*		61.33	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Explanations for student performance are limited by the ability to generate reliable data because of school closure due to the pandemic.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*	*		*	0		*	0				
Grade 7	*			*			*					
Grade 8	14	4		9	0		8	0		64.3	0.0	
Grade 11	74	20		62	7		62	6		83.8	35.0	
All Grades	96	26		75	7		74	6		78.1	26.9	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*			*			*		
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
Grade 11	2447.	*		1.61	*		1.61	*		6.45	*		90.32	*	
All Grades	N/A	N/A	N/A	1.35	*		1.35	*		8.11	*		89.19	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	1.61	*		3.23	*		95.16	*	
All Grades	1.35	*		5.41	*		93.24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	1.61	*		20.97	*		77.42	*	
All Grades	1.35	*		21.62	*		77.03	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	1.61	*		35.48	*		62.90	*	
All Grades	1.35	*		33.78	*		64.86	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A major challenge for the school is that over 77% of students entering CIS are far below grade level in math and with several adjustments to District curriculum the last few years, the school needs to develop instructional sections/interventions of curriculum to better serve individual student needs. Further explanations for student performance are limited by the ability to generate reliable data because of school closure due to the pandemic.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*		
9	*			*			*			*		
10	*			*			*			*		
11	*			*			*			4	0	
12	1492.7	*		1471.2	*		1513.6	*		18	6	
All Grades										24	6	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*			*		
9	*			*			*			*			*		
10	*			*			*			*			*		
11	*			*			*			*			*		
12	5.56	*		11.11	*		11.11	*		72.22	*		18	*	
All Grades	8.33	*		16.67	*		16.67	*		58.33	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*			*		
9	*			*			*			*			*		
10	*			*			*			*			*		
11	*			*			*			*			*		
12	11.11	*		11.11	*		16.67	*		61.11	*		18	*	
All Grades	20.83	*		8.33	*		25.00	*		45.83	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*			*		
9	*			*			*			*			*		
10	*			*			*			*			*		
11	*			*			*			*			*		
12	0.00	*		11.11	*		22.22	*		66.67	*		18	*	
All Grades	4.17	*		12.50	*		25.00	*		58.33	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*		
9	*			*			*			*		
10	*			*			*			*		
11	*			*			*			*		
12	5.56	*		16.67	*		77.78	*		18	*	
All Grades	4.17	*		33.33	*		62.50	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*		
9	*			*			*			*		
10	*			*			*			*		
11	*			*			*			*		
12	27.78	*		22.22	*		50.00	*		18	*	
All Grades	33.33	*		29.17	*		37.50	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*		
9	*			*			*			*		
10	*			*			*			*		
11	*			*			*			*		
12	5.56	*		33.33	*		61.11	*		18	*	
All Grades	8.33	*		37.50	*		54.17	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*		
9	*			*			*			*		
10	*			*			*			*		
11	*			*			*			*		
12	0.00	*		38.89	*		61.11	*		18	*	
All Grades	0.00	*		50.00	*		50.00	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data is insignificant due to limited numbers. School has implemented and is developing an instructional module for ELL with intense tutoring, team teaching and instruction. Further explanations for student performance are limited by the ability to generate reliable data because of school closure due to the pandemic.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
154	69.5	7.8	1.9
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	7.8
Foster Youth	3	1.9
Homeless	7	4.5
Socioeconomically Disadvantaged	107	69.5
Students with Disabilities	6	3.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	11.0
American Indian or Alaska Native		
Asian	2	1.3
Filipino		
Hispanic	104	67.5
Two or More Races	7	4.5
Native Hawaiian or Pacific Islander	1	0.6
White	23	14.9

Conclusions based on this data:

- This data does not reflect the fluctuations in student enrollment throughout the year.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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  Blue
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
English Learner Progress		
College/Career  Red		

Conclusions based on this data:

1. This summary has non sufficient data.

School and Student Performance Data

Academic Performance English Language Arts

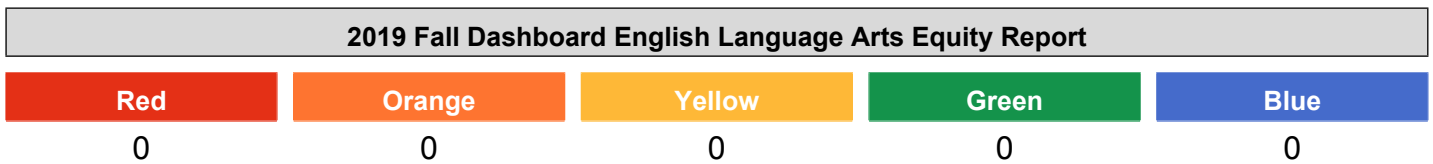
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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</p> <p>128.7 points below standard</p> <p>Declined Significantly -48.6 points</p> <p>48</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>135.1 points below standard</p> <p>Declined Significantly -58.2 points</p> <p>36</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0 Students</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 5	 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 135.1 points below standard Declined Significantly -32.4 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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 5	Less than 11 Students - Data Not Displayed for Privacy 5	123 points below standard Declined Significantly -75.7 points 24

Conclusions based on this data:

1. N/A - students enroll throughout the year before and after testing. Non-sufficient data.

School and Student Performance Data

Academic Performance Mathematics

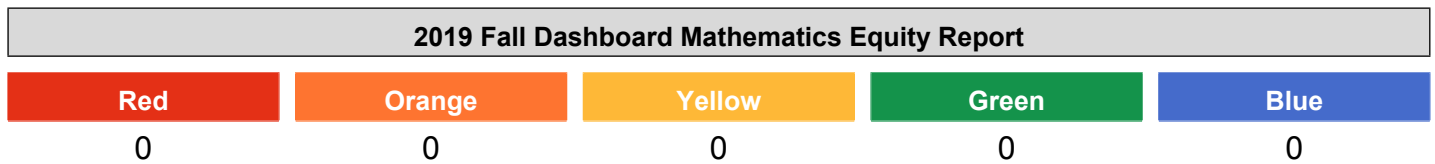
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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</p> <p>207 points below standard</p> <p>Declined Significantly -43.5 points</p> <p>48</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>215.1 points below standard</p> <p>Declined Significantly -32.7 points</p> <p>35</p>	<p>Students with Disabilities</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 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 205.6 points below standard Declined Significantly -26.5 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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 5	Less than 11 Students - Data Not Displayed for Privacy 5	208.7 points below standard Declined Significantly -78 points 24

Conclusions based on this data:

- This data reaffirms that more than 80% of students entering CIS are far below grade level in math. Data is non-sufficient for further analysis.

School and Student Performance Data

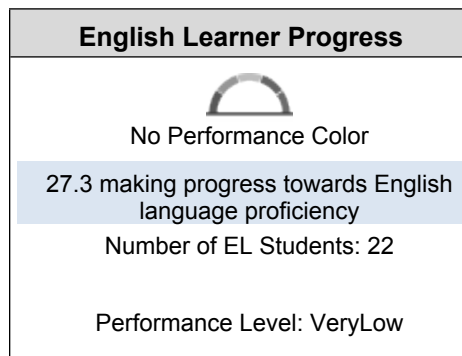
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.0	63.6	4.5	22.7

Conclusions based on this data:

1. Non-sufficient data as students as enrollment fluctuates throughout year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	110	100
African American	13	11.8
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	72	65.5
Native Hawaiian or Pacific Islander		
White	19	17.3
Two or More Races	5	4.5
English Learners	13	11.8
Socioeconomically Disadvantaged	95	86.4
Students with Disabilities	5	4.5
Foster Youth		
Homeless	6	5.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	2	1.8
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.4
Native Hawaiian or Pacific Islander		
White	1	5.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	2	2.1
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	10	9.1
African American	2	15.4
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	4	5.6
Native Hawaiian or Pacific Islander		
White	4	21.1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	8	8.4
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	4	3.6
African American	1	7.7
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	2.8
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	4	4.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Non-sufficient data available for students who completed both course work and CTE trainings.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

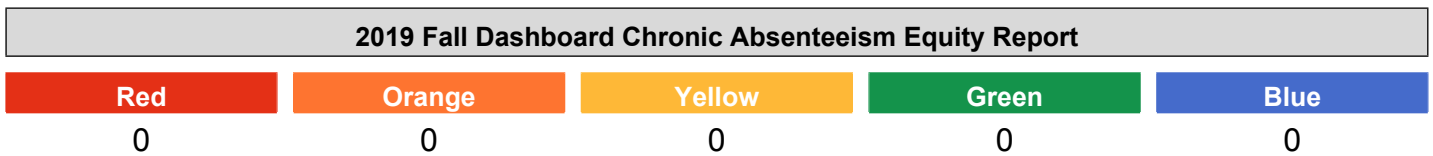
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>45.5</p> <p>22</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>58.8</p> <p>17</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">66.7</p> <p align="center">15</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>

Conclusions based on this data:

1. CIS is an Independent Study school using positive attendance based on school work completed. CIS will have to develop a methodology to analyze this type of data.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	110	74	26	67.3
English Learners	13	5	3	38.5
Foster Youth				
Homeless	6		4	
Socioeconomically Disadvantaged	95	61	22	64.2
Students with Disabilities	5		1	
African American	13	13	4	100
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	72	42	17	58.3
Native Hawaiian or Pacific Islander				
White	19	14	2	73.7
Two or More Races	5		2	

Conclusions based on this data:

1. CIS Academy is an alternative school with students entering and leaving throughout the year. Non-grads are enrolled in the Spring semester and some students who are eligible to graduate often transfer back to traditional school.

School and Student Performance Data

Conditions & Climate Suspension Rate

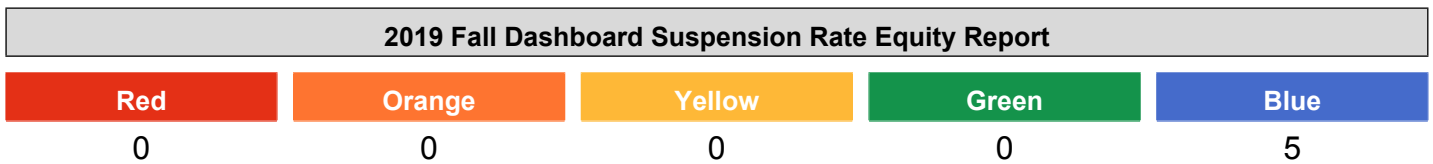
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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>Blue</p> <p>0</p> <p>Maintained 0</p> <p>278</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>175</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 32		 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 183	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 44

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. CIS Academy is an Alternative School. No student has been suspended or expelled from the school in the last 25 years

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 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

By May 30, 2023, CIS staff will facilitate measurable growth in student achievement. At least 30% of students will demonstrate increased literacy skills including, vocabulary and reading comprehension, as indicated by a higher score on the standardized tests. Students will also demonstrate achievement through a 10 to 15% increase in standardized test scores in each of the lower performance levels. Finally, student achievement will be measured by a 2% increase in Math and English course completion with grades of C or better.

Identified Need

The use of data to make school-wide decisions has increased over the years. While data is consistently collected, improvements need to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction. We need to increase the analysis of data in order to improve student success and ensure that students graduate on time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>EL Graduation rates are well-below our school's average</p> <p>CAASPP Results 2018-2019 For ELA, 88 percent of students did not meet grade level requirements.</p>	<p>English Learners will work towards reclassification. Small group tutoring and individual tutoring will be offered for identified students who struggle with academic classes. This action will target SPED and non-grad students who are at level 1.</p> <p>All Foster Care Students' transcripts will be evaluated. Credit recovery will be available for students with incomplete courses. Students will be placed on track to graduate with AB 215 district requirements or be able to</p>	<p>Increase the percentage of EL students progressing at least one level or achieving proficiency by 20 percentage points across two years.</p> <p>Increase percentage of English proficiency attainment among Long-term ELs by 25 percentage points</p> <p>Increase the percentage of academically at-risk students scoring meets or exceeds on the CAASPP ELA assessment by 25 percentage points.</p> <p>Increase the percentage of academically at-risk students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	transfer to a traditional school site.	scoring meets or exceeds on the CAASPP English assessment by 20 percentage points.

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 English Language Learners

Strategy/Activity

English Learners will be assessed multiple times a year using the Achieve3000 literacy program to monitor progress in reading comprehension.

Teachers will continue a focused effort to reclassify EL students and refine and personalize the ELD curriculum to meet the linguistic needs of students.

Teachers will receive professional development on all new curriculum programs, Designated and Integrated ELD, and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards

The ELD classes will maintain a small teacher to student ratio in order to allow for increased monitoring of student performance.

- Students will demonstrate mastery on strands of work that are aligned with content standards.

*Students will recognize, comprehend, and utilize academic language during seminars.

- Project Based learning (PBL) activities in seminars along with cross-curriculum activities and projects
- Motivational videos
- Online Library
- Vocabulary, Word Walls and video tutorials are linked to practice tests and seminars.

Funding will be required for resources such as the Achieve 3000 program, document cameras, student notebooks, alternative resources such as workbooks, and textbooks (Tier 2 intervention books and high interest EL texts), and professional development/workshops. A stipend will be provided for teachers who take on additional duties that exceed contractual hours.

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)

All Students, grades TK-12

Strategy/Activity

Assess reading abilities upon entrance with periodic assessments to monitor progress in Reading Comprehension

Students will recognize, comprehend, and utilize academic language. Furthermore, the activities library will include best practices. Teachers will also develop collaborative lessons that support College and Career activities.

- Students will demonstrate mastery on strands of work that are aligned with content standards.
- Kagan strategies have been added to seminars.
- Project Based learning activities in seminars along with cross-curriculum activities and projects
- Motivational videos
- Online Library
- Vocabulary, Word Walls, and video tutorials are linked to practice tests and seminars.
- Certificated hourly tutoring in all subjects

Elementary teachers will meet during the summer for curricular planning purposes. Administrative time will also be made available

Funding will be required for resources such as the Achieve 3000 program, document cameras, student notebooks, alternative resources such as workbooks, and textbooks (Tier 2 Intervention and high interest books), and professional development/workshops. Art classes for credit and enrichment and student leadership activities. A stipend will be required for teachers who take on additional duties that exceed contractual hours.

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

CSI

40765

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

By May 30, 2023, 90% of long-term EL students will increase their level of English proficiency attainment by 60 percentage points on ELPAC assessment.

Strategy/Activity

- Strategies have been added to seminars.

- Introduction of Project Based learning activities to seminars along with introduction of cross curriculum activities and projects
 - Motivational videos
 - Online Library
 - Vocabulary
 - Word Walls and video tutorials are linked to practice tests and seminars.
- *Small individualized tutorial groups

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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.

Data to support implementation of strategies and activities is non-sufficient for analysis.

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

N/A

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.

N/A

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 # 2

Well-trained, well-qualified teachers and staff using rigorous curriculum and effective instruction to provide all students with exposure to educational and career experiences.

Goal 2

By May 30, 2023, CIS faculty will work towards creating growth in 35% of students enrolled for at least one year using District-approved program/curriculum resources. Standardized test scores will see at least a 10% increase in each of the lower-level performance areas.

Identified Need

The use of data to make school-wide decisions has increased over the years. While data is consistently collected, improvements need to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction. We need to increase the analysis of data in order to improve student success and ensure students graduate on time.

The alignment of instruction with learning management systems (LMS) will show an increase in student achievement. Previous available data shows 79% of 11th grade students were below standard. Continue to develop and implement meaningful math models to improve both individual and seminar instruction of math. Teachers will need to evaluate individual student's scores and supplement instruction for the individual student.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math scores are well below district levels. For math students 74% of all students did not meet grade level requirements.	CIS Academy is retargeting remedial math with a focus on an identified student need based on available data in an effort to increase students at below-basic and far-below-basic levels into one category above. Assessment tools for teachers to be implemented.	Increase the percentage of students enrolled in math classes by at least one level or achieving proficiency by 30 percentage points across a year and a half. Increase the percentage of academically at risk students scoring meets or exceeds on the CAASPP math assessment by 25%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

By May 30, 2023, all students will need to develop academic language at independent levels. Teachers will continue to stress academic language in all subject matter for all students. Teachers will guide students in selecting appropriate academic language during seminars/classes. Students will gain insight and understanding of practical use of knowledge.

Strategy/Activity

Utilize Project-Based Learning (PBL) activities in seminars/classes along with the cross-curriculum activities and projects.

Math students will be assessed three times a year (pre, during, and post) to monitor progress in various content areas. Teachers will continue a focused effort to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students. Teachers will receive professional development on all new curriculum programs, Designated and Integrated ELD and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.

The math seminars/classes will maintain a small teacher to student ratio in order to allow for increased monitoring of student performance. Students will demonstrate mastery on strands of work that are aligned with content standards. Students will recognize, comprehend, and utilize academic language during seminars.

Software programs will be used as a supplemental resource to provide students with a tool to scaffold content towards mastery of grade level concepts. This will include IXL.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4100	CSI
8310	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)

By May 30, 2023, 100% of students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests, and mid-term and final exams.

Strategy/Activity

Students will demonstrate mastery of strands of work that are aligned with content standards.

Resources for teaching and intervention added to seminars/classes for individual/group work.

Motivational videos

Online Library

Vocabulary, Word Walls; and video tutorials are linked to practice tests and instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will meet graduation requirements with proficiency in all subjects

Strategy/Activity

Implement Social Emotional Learning (SEL), the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Casel, 2011)

Teachers will attend professional development conferences to improve their subject mastery, ability to use purchased curricular platforms in a manner to improve student performance.

Partnership with Pacific Oaks mentorship program

Summer school program so students can either make up deficient credits or continue working on courses that are incomplete. Clerical support will also be provided

Additional tutoring and support by subject matter teachers and Senior Defense support to meet graduation requirements.

Stipend for teacher who takes on additional duties for coordinating Senior Defense.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

N/A

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

N/A

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.

N/A

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

Ensure that school facilities are warm, engaging, clean and well maintained.

Goal 3

Expected move to Wilson campus in Fall of 2022-2023 school year.

CIS has plans to work with the PALS program to offer student volunteer opportunities through the Medical Arts Pathway.

Identified Need

To provide a quality education experience for all students in CIS Academy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will develop academic language acquisition methods and an activities library to help coordinate cross curricular projects as well as work based learning activities. Teachers will also develop collaborative lessons that support College and Career activities.	Teachers will attend district sponsored PD's but also Professional Conferences such as the CCIS, CCTEC, Common Core, Edams, CAASPP, ICEV and others to improve knowledge and skill sets in order to work effectively with students. Students will visit both colleges and professional business organizations	100% of all students will be exposed to both career and academic opportunities by May 30, 2022 by qualified teachers using curriculum and instruction. 95% of the at risk students will meet the professional and academic readiness goals in order to meet the college and career readiness expectations of the community and district. 95% of students will be accepted to enroll in college or secured employment

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 be exposed to both career and academic opportunities by May 30, 2023 by a qualified teacher using curriculum and instruction

100% of students will be supervised by well-trained and qualified teachers each day and supported by a trained support staff.
 All students will be exposed to both career and academic opportunities by May 30, 2023, by qualified teachers using District approved curriculum and instruction.
 Teachers will work with community, businesses and academic partners to deliver coordinated academic and professional skills.
 Teachers will apply goal-setting and decision-making skills into the curriculum for future education and career planning.
 Additional hourly compensation for academic counseling to support student success. (College Access Plan and SEL)

Strategy/Activity

By May 30, 2023, 100% of all seniors will pass the Senior Defense and/or prepare a professional job resume.
 Teachers will apply academic skills such as math and communications to employment situations/opportunities.
 School will partner with College Access Plan to mentor students through the college application process.
 Visits to colleges and professional business organizations and guest speakers/presentations on topics relevant to college and career planning.
 Evaluate the work with the Student Success Collaborative project to find barriers to academic success and effect positive change within an educational setting.

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)
28000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

By May 30, 2023, all secondary students will be exposed to Career Planning curriculum using employer based skill sets and training methods

Strategy/Activity

Teachers will work with community, businesses and academic partners to deliver coordinated academic and professional skills.
 Teachers will apply goal-setting and decision-making skills into the curriculum for future education and career planning.
 Teachers will explore careers and preparation/education needed for the world of work.
 Teachers will apply academic skills such as math and communications to employment situations/opportunities.
 Teachers will refine the process of coordinating the driving question and cross-curricular projects/lessons.

Teachers will use ISTE standards designed to incorporate the use of technology into teaching and learning. This is a way to promote 21st century learning skills for our students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

48700

CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

95% of all students will demonstrate mastery by May 30, 2023, on strands of work that are aligned with content standards that will both meet academic and professional employment skills criteria.

Strategy/Activity

A teacher survey will be developed to gather insight/information about current issues regarding school and students.

Teachers will collaborate to develop cross-curricular and project based/work based projects.

Teachers will help instruct/guide students to demonstrate mastery on strands of work that are aligned with both academic and work based experience.

The independent variable will reflect what is actually covered in class.

Staff will decide what data is relevant to evaluate school performance.

CTE teachers will also collaborate in discussion with teachers to create pathway courses for students.

Conduct two day "buy back" teacher program to develop and expand teacher ability to hold academic conversations with meaningful Depth of Knowledge questioning strategies to ascertain student subject mastery.

Clerical hourly time will be purchased to support SPSA goals and strategies

Purchase materials necessary for 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)

17833

CSI

43315

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 4

Staff will continue to build trusting relationships with families that support and foster shared responsibility for student achievement. Evidenced by WASC survey data, CIS parents, guardians and families feel welcomed on campus and at school events (both virtual and in person), feel knowledgeable about policies, expectations and available resources and are engaged and invited to communicate openly with faculty and staff.

By May 30, 2023, conduct a school climate survey among students, staff and parents using valid and reliable survey tools such as the California School Climate, Health, and Learning Survey (at least twice a year).

By August 9, 2022, students will be in an environment that is safe, caring and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Identified Need

Expected move to Wilson campus in Fall of 2022-2023 school year.

There is a need for a school-wide community survey to understand students, parents and staff needs and concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>All students will have access to a secure location and school site.</p> <p>Staff meetings/discussions about procedures and protocols for parent communication.</p> <p>Structure staff discussions on "A" Mondays to discuss individual student progress.</p>	<p>Determine methodology to monitor individual student progress and coordinate efforts with parents.</p>	<p>Effective communication tools for parents and teachers.</p> <p>Evaluation/collaboration process for monitoring student academic progress as a staff</p>

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)

By May 30, 2023, all students will be able to enter school through a secure location.
Refine CIS protocols for students missing work assignment deadlines.
Continue outreach to parents regarding student progress.

Strategy/Activity

School site administrative and staff discussions to list of recommendations for ongoing improvement of facilities and resources. This could include purchase of technological equipment to enhance a virtual learning environment and provide more opportunities for student to successfully complete coursework

Community Assistant outreach to parents and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	CSI
1200	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcome at their school, have sufficient two way communication and are provided with the knowledge and skills to successfully support their child

Goal 5

By May 30, 2022, school site staff will continue to build trusting relationships between themselves and families that support and foster shared responsibility for student learning, developmental growth and academic success.

Identified Need

A bi-annual School Climate Survey for staff, parents and students to assess needs to create a data/information framework to improve school environment.
 Identify students, parents and staff needs to improve communication.
 Exposure to variety of resources that will contribute to parents and staff awareness and acquisition of skills to enhance student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To provide more equitable and streamlined family engagement practices and services. Coordinate with the district Family Resource Center to provide parent capacity building workshops.	Offer system-wide family engagement services aligned with student learning and achievement.	Families to be welcomed and respected at school site. Parents to become equal partners in the social-emotional growth of their students and support their academic success. Teachers, administrators, staff and parents work together to foster two way communication to support student learning.

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)

By May 30, 2022, 100% of all students and their support systems, parents/guardians, will collaborate with school site staff and will engage in a series of activities to develop school-specific family and community workshops.

Strategy/Activity

Provide professional development: Parent Portal, collaborative communication, and cultural awareness, Google training, Trauma Informed Care, ESSA SSC-Budget, California Dashboard, volunteer recruitment in collaboration with the District Family and Community Engagement Department. A schedule of events, workshops and training sessions will be created by parent interest, staff concerns and identified students' needs. CIS academy will also work with stakeholders to regularly elicit input into the direction of the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

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	\$41965
Total Federal Funds Provided to the School from the LEA for CSI	\$191633
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233598
Other State/Local Funds provided to the school	\$51625

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 (\$)
Title I	\$40765
Title I Part A: Parent Involvement	\$1200
CSI	\$191633

Subtotal of additional federal funds included for this school: \$233,598

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 (\$)
LCFF - Supplemental and Concentration (S/C)	\$51625

Subtotal of state or local funds included for this school: \$51,625

Total of federal, state, and/or local funds available for this school: \$285,223

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
CSI	191633	0.00
LCFF - Supplemental and Concentration (S/C)	51625	0.00
Title I	40765	0.00
Title I Part A: Parent Involvement	1200	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	191,633.00
LCFF - Supplemental and Concentration (S/C)	51,625.00
Title I	40,765.00
Title I Part A: Parent Involvement	1,200.00

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

Name of Members	Role
Lawrence Torres	Principal
Debbie Curtain	Classroom Teacher
Andrea Reynoso	Classroom Teacher
Katherine Wiggins	Classroom Teacher
Irma Gonzalez	Other School Staff
Maria Gonzalez	Parent or Community Member
Lisa Robinson	Parent or Community Member
Elbe Moody	Secondary Student
April Chavez-Gonzalez	Secondary Student
Mila Burns	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 April 19, 2022.

Attested:



Principal, Lawrence Torres on 5/9/2022

SSC Chairperson, Lisa Robinson on 5/9/2022

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.

[Stakeholder 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.

Stakeholder 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 as 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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: CIS Academy

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	235	\$52,167.65

Pasadena Unified School District
CIS Academy
School Site Council
April 19, 2022
5 P.M.
The meeting will be held virtually

[New Meeting Link](#)

<https://pusd.webex.com/pusd/j.php?MTID=m204d4e96e8a2e8a48f0f832253bef95e>



[Join Webex meeting](#)

ID: 26206276749

Password: HHkdfuRu547

[\(US\) +1 415-655-0001 \(toll\)](#)

Access code: 2620 627 6749

26206276749@pusd.webex.com

- | | |
|--|---------------------------|
| I. Welcome / Call to Order/ Bienvenida / Llamada al Orden | Lisa Robinson, Chair |
| II. Flag Salute/Saludo a la Bandera | member |
| III. Public Comment/Comentarios del Público | |
| IV. Roll Call | Irma Gutierrez, Secretary |
| V. Minutes/Llamada al Orden Acta (Action Item) | Irma Gutierrez, Secretary |
| Approval of SSC minutes 1/11/22; 2/1/22 | |
| VI. Principal's Update | Larry Torres |
| Covid-19 | |
| Fitness testing | |
| Enrollment | |

VII. Unfinished Business (Action Item)

Lisa Robinson, Chair

None

VIII. Presentations/Discussions

- SPSA
- Spending allocation

Larry Torres

Larry Torres

IX. New Business (Action Items)

- Spending allocation

X. Agenda Recommendations (Action Item)

Vice Chair

XI. Announcements

XII. Adjournment (Action Item)

[Lisa Robinson](#)

Next Meeting: TBD

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2021-2022 SSC composition:

Principal

Larry Torres

Teachers:

Debbie Curtin

[Katherine \(Katie\) Wiggins](#)

Andrea Reynoso

Other School Personnel

Irma Gutierrez

SSC Meeting Dates For 2021-2022:

October 5, 2021 Held
November 2, 2021 Held
November 16, 2021 Held
December 7, 2021 Held
January 11, 2022 Held
February 1, 2022 Held
March 1, 2022 Held
April 19, 2022

March 1, 2022

Parents/Community Members

Maria Gonzalez

[Lisa Robinson](#)

Students:

Elbe Moody

April Gonzalez-Chavez

Mila Burns

Grayson Avery (alternate)

Priest Dunn (alternate)

Meeting called to order at 5:06 by Lisa Robinson

In attendance: Andrea Reynoso; Lisa Robinson; Debbie Curtain; Katie Wiggins; April Gonzales; Maria Chavez; Elbe Moody; Alan Curtain, Lawrence Torres, Irma Gutierrez

No public comment

Maria Chavez moved; April second to approve January minutes Motion passes 8-0

Ms. Curtain moved and Ms. Wiggins second Motion passes 8-0

Mr. Torres commented on changing Covid 19 protocols. Students and staff no longer have to wear masks outdoors.

Mr. Torres commented about the Physical Fitness testing which took place this morning at Wilson Middle School.

Mr. Torres led a discussion about going into budget development and that next meeting would be looking at allocating the local site funds received from the district.

There was no further business.

Meeting adjourned 5:48

SSC Minutes April 19, 2022
Meeting called to order at 5:05

Ms. Wiggins; Ms. Robinson, Ms. Reynoso, Ms. Curtain, Ms. A Gonzalez, Ms. Gutierrez, Mr. Torres, Ms. Stowers (guest)

Quorum present

Ms. Gonzalez moved to approve the minutes Mr. Torres seconded. Motion approved by roll call vote 7-0.

Mr. Torres presented the proposed SPSA goals for the 2022-2023 school year. He explained the goals were based on the district LCAP goals adopted by the Board of Education. He then presented proposed expenditures to meet those goals

A Gonzalez moved to approve the SPSA Goals; seconded by D curtain

Motion passed by roll call vote 7-0

Ms. Wiggins moved to approve the SPSA plan with editing permission by the school Principal. Ms Gutierrez seconded. Motion carried by roll call vote 7-0

Mr. Torres thanked the committee for it's hard work and commitment throughout the year.

Meeting adjourned at 6:15