

# 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
Octavia E. Butler Magnet	19-64881-6021752	May 27, 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)

Schoolwide Program  
Comprehensive Support and Improvement

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

Octavia E. Butler Magnet and its staff will be making changes to staffing and instructional programs to address the needs of our students as demonstrated by the data. We will utilize the resources provided to add appropriate and effective programming that will engage our entire school community in a combined effort to increase student achievement.

## 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

In order to create the site's School Plan for Student Achievement (SPSA), input was gathered at various stakeholder meetings, including English Learner Advisory Committee (ELAC), School Site Council (SSC), and Staff Development meetings. Suggestions for additions to the plan were gathered after student data was presented and analyzed.

Members of the ELAC committee were asked to begin thinking about goals for the SPSA in February of 2022. At the February meeting, members discussed how recommendations for the 2021-2022 school year had been implemented. The recommendations from ELAC was presented at the SSC meetings in both March and April as we prepared for the 2022 - 2023 SPSA.

Suggestions and recommendations from stakeholders were also collected via a Needs Assessment Survey that was sent out to all stakeholders, including students, parents, teachers, out-of-classroom staff members, and community members. The survey was available in both English and Spanish. The survey results were presented and reviewed at a School Site Council meeting in April. The response rate was low, but the ideas presented were valuable. School Site Council and the site Leadership Team reviewed the information collected by the Needs Assessment survey and made recommendations on what to include in the 2022-2023 SPSA. The SPSA draft will be presented at our last SSC meeting in May.

## Resource Inequities

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

In contrast to previous years, WSMA did not have many resource inequities in the 2021 - 2022 school year. Through the Superintendent's Zone designation and CSI school designation, both providing more resources to the school, we were able to fully staff our site in a way that addressed the needs of our students for increased student achievement and the implementation of our diverse programming.

The one resource, if the term can be used more loosely, that our school lacks is parent involvement. We need more of our parents involved in implementing strategies for increased student achievement. We have implemented many outreach strategies and provided many parent workshops to our parents. Yet, we have low participation rates in both areas. This year, we began addressing this issue through being a part of the Community Schools grant that is providing personnel and other resources to be more creative in our outreach efforts. Through the grant, we are also creating new community partnerships that are supporting our efforts.

## School Vision and Mission

### Vision

Octavia E. Butler Magnet is a diverse community of learners who lead with principles and compassion. We are equipped with the communication, collaboration, critical thinking, and creativity skills that are necessary to make a positive impact in our world.

### Mission

Octavia E. Butler Magnet (OEB) provides innovative signature programs in Northwest Pasadena that nurture a diverse cadre of students. OEB students will promote to high school with a passion for extensive experiences in discovering, inventing, and designing. OEB will be a school where all students are engaged in learning rigorous standards-based concepts and skills that are relevant to their lives and to their future success.

## School Profile

Octavia E. Butler Magnet (OEB) engages approximately 520 students in grades 6 through 8 by providing a rigorous, integrated, project based learning environment. OEB offers an interdisciplinary curriculum that infuses Science, Technology, Engineering, Art and Mathematics to enable students to understand complex problems, develop potential solutions, and prepare the next generation of innovators. At OEB, students acquire skills in communication, collaboration, critical thinking, and creativity, while developing a passion for discovery, invention, and design.

Octavia E. Butler Magnet recently completed a renaming process. Washington Middle School (the school's previous name) began its transformation into Washington STEAM Magnet Academy in 2012, a process that was greatly accelerated in 2014 with a three-year grant from the federal Department of Education Magnet Schools Assistance Program. The school adopted the Project Lead The Way - Gateway to Technology curriculum, designed to challenge and engage the natural curiosity and imagination of middle school students. During the first two years of the grant, teachers in all subjects received extensive training from UCLA Center X staff and PUSD STEAM coaches and each student took a separate engineering class as an elective. To facilitate this multi-disciplinary learning environment, the school was equipped with wireless internet access campus-wide, a cart of 40 iPads, Chromebooks for all students, new laboratories, and other technology, including digital learning platforms (Canvas, Hapara, Nearpod, etc.). Since then, the district has provided every student with a personal device that our teachers are prepared to utilize in a way that promotes rigor and relevance to lessons.

In 2017, OEB was awarded a second Magnet School Assistance Program grant that added Spanish Dual-Language Immersion Programming, the AVID program, and a Social-Emotional Learning emphasis. Since then, OEB has experienced an increase in enrollment, increased diversity in the school's student population, and more engaging program offerings to attract students from all over the district to our school. OEB continues to support a STEAM integrated environment through elective classes, student clubs, and Project Based Learning units. In 2018, OEB was designated as a Nationally Certified STEM school by the National Institute for STEM Education (NISE). OEB was the first school in California and the fifth in the nation to acquire this designation.

In 2020-21, 87% of OEB students qualified for free or reduced price lunch. Student ethnicity in 2020-21: 79% Hispanic or Latino, 13% Black or African American, 5% White, and 2% Asian, Filipino, Pacific Islander. Approximately 24% of students are English Learners. With the new guidelines indicating that reclassified English Learners will need to be monitored for four years instead of two, that puts our English Learner percentage nearly 50%. Washington STEAM Multilingual Academy is currently in Year 5 of the federal Magnet Schools Assistance Program (MSAP) Grant. The grant will end on September 30, 2022.

OEB has 29 highly qualified teachers who serve as classroom teachers, instructional coaches, a librarian, MSAP Coordinators, and site leaders. We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC). We have a dynamic Parent Teacher Student Association (PTSA) and community partners such as CAP, PEF, JPL, Armory Center for the Arts, and Pacific Oaks College.

# 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		
African American	11.21%	12.6%	10.77%	50	60	56
Asian	1.79%	1.7%	1.54%	8	8	8
Filipino	0.67%	1.1%	1.15%	3	5	6
Hispanic/Latino	80.94%	79.2%	79.62%	361	376	414
Pacific Islander	0%	0.2%	%	0	1	
White	4.48%	4.6%	6.35%	20	22	33
Multiple/No Response	0.67%	0.4%	0.38%	3	2	2
<b>Total Enrollment</b>				446	475	520

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	174	183	198
Grade 7	127	170	162
Grade 8	145	121	160
Grade 9		1	
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	446	475	520

### Conclusions based on this data:

- OEB is experiencing a slow but steady increase in enrollment despite the district's declining enrollment trends.

2. OEB has its largest population in its 6th grade class which implies that enrollment in 7th and 8th grades will increase over the years.
3. OEB has a slightly more diverse student population as indicated in the increase in the number of White and Filipino students.

# 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	102	114		22.9%	24.0%	
Fluent English Proficient (FEP)	180	160		40.4%	33.7%	
Reclassified Fluent English Proficient (RFEP)	10	7		10.6%	6.9%	

### Conclusions based on this data:

1. Having to monitor reclassified students for four years instead of two almost doubles the amount of students who will need dedicated support.
2. The reclassification rates have not increased to desired levels. We would like to have a 15% reclassification rate.
3. The percentage of students designated as English Learners has increased.

# 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	138	182		137	0		137	0		99.3	0.0	
Grade 7	147	171		147	0		146	0		100	0.0	
Grade 8	144	124		142	0		142	0		98.6	0.0	
Grade 11												
All Grades	429	477		426	0		425	0		99.3	0.0	

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	2452.			5.84			16.06			21.90			56.20		
Grade 7	2494.			6.16			18.49			32.88			42.47		
Grade 8	2472.			1.41			14.79			21.13			62.68		
Grade 11															
All Grades	N/A	N/A	N/A	4.47			16.47			25.41			53.65		

### 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	9.56			26.47			63.97		
Grade 7	10.96			37.67			51.37		
Grade 8	7.75			29.58			62.68		
Grade 11									
All Grades	9.43			31.37			59.20		

### 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	5.22			41.04			53.73		
Grade 7	11.35			47.52			41.13		
Grade 8	5.63			38.03			56.34		
Grade 11									
All Grades	7.43			42.21			50.36		

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	5.15			47.79			47.06		
Grade 7	5.48			60.27			34.25		
Grade 8	3.52			56.34			40.14		
Grade 11									
All Grades	4.72			54.95			40.33		

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.

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	11.76			44.12			44.12		
Grade 7	13.70			46.58			39.73		
Grade 8	3.52			42.96			53.52		
Grade 11									
All Grades	9.67			44.58			45.75		

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. This data corresponds to the fact that approximately 70% of our students came to us two or more grade levels below grade level standard.



# 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	138	182		137	0		137	0		99.3	0.0	
Grade 7	147	171		147	0		147	0		100	0.0	
Grade 8	144	124		143	0		143	0		99.3	0.0	
Grade 11												
All Grades	429	477		427	0		427	0		99.5	0.0	

\* 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	2446.			5.84			12.41			15.33			66.42		
Grade 7	2449.			4.08			9.52			19.05			67.35		
Grade 8	2427.			4.20			4.90			8.39			82.52		
Grade 11															
All Grades	N/A	N/A	N/A	4.68			8.90			14.29			72.13		

### 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	8.03			20.44			71.53		
Grade 7	5.48			17.12			77.40		
Grade 8	5.59			11.19			83.22		
Grade 11									
All Grades	6.34			16.20			77.46		

### 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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 6</b>	5.84			32.12			62.04		
<b>Grade 7</b>	4.76			31.97			63.27		
<b>Grade 8</b>	4.20			20.28			75.52		
<b>Grade 11</b>									
<b>All Grades</b>	4.92			28.10			66.98		

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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 6</b>	9.49			26.28			64.23		
<b>Grade 7</b>	6.85			44.52			48.63		
<b>Grade 8</b>	3.50			30.77			65.73		
<b>Grade 11</b>									
<b>All Grades</b>	6.57			34.04			59.39		

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. This data corresponds to the fact that approximately 70% of our students came to us two or more grade levels below grade level standard.

# 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
6	1508.7	1507.9		1506.7	1514.7		1510.2	1500.4		30	44	
7	1527.4	1501.3		1521.8	1508.6		1532.3	1493.5		29	36	
8	1540.5	1523.1		1540.2	1528.1		1540.2	1517.5		27	27	
All Grades										86	107	

### 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
6	3.33	11.63		33.33	27.91		56.67	44.19		6.67	16.28		30	43	
7	10.34	8.33		37.93	19.44		44.83	50.00		6.90	22.22		29	36	
8	7.41	3.70		44.44	29.63		44.44	55.56		3.70	11.11		27	27	
All Grades	6.98	8.49		38.37	25.47		48.84	49.06		5.81	16.98		86	106	

### 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
6	26.67	30.23		43.33	44.19		26.67	9.30		3.33	16.28		30	43	
7	24.14	19.44		51.72	38.89		17.24	36.11		6.90	5.56		29	36	
8	25.93	11.11		55.56	55.56		14.81	29.63		3.70	3.70		27	27	
All Grades	25.58	21.70		50.00	45.28		19.77	23.58		4.65	9.43		86	106	

### 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
6	0.00	4.65		10.00	11.63		43.33	39.53		46.67	44.19		30	43	
7	0.00	0.00		24.14	8.33		58.62	38.89		17.24	52.78		29	36	
8	0.00	0.00		18.52	11.11		66.67	48.15		14.81	40.74		27	27	
All Grades	0.00	1.89		17.44	10.38		55.81	41.51		26.74	46.23		86	106	

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	
6	10.00	11.63		63.33	62.79		26.67	25.58		30	43		
7	3.45	2.78		68.97	63.89		27.59	33.33		29	36		
8	14.81	0.00		66.67	77.78		18.52	22.22		27	27		
All Grades	9.30	5.66		66.28	66.98		24.42	27.36		86	106		

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	
6	53.33	67.44		40.00	23.26		6.67	9.30		30	43		
7	48.28	52.78		48.28	41.67		3.45	5.56		29	36		
8	51.85	55.56		44.44	40.74		3.70	3.70		27	27		
All Grades	51.16	59.43		44.19	33.96		4.65	6.60		86	106		

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
6	0.00	4.65		20.00	25.58		80.00	69.77		30	43	
7	0.00	5.56		41.38	11.11		58.62	83.33		29	36	
8	7.41	3.70		37.04	22.22		55.56	74.07		27	27	
All Grades	2.33	4.72		32.56	19.81		65.12	75.47		86	106	

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
6	13.33	11.63		83.33	69.77		3.33	18.60		30	43	
7	6.90	0.00		93.10	75.00		0.00	25.00		29	36	
8	0.00	0.00		96.30	85.19		3.70	14.81		27	27	
All Grades	6.98	4.72		90.70	75.47		2.33	19.81		86	106	

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. There was positive movement in the Reading domain, but not enough to have a higher percentage in the well-developed category.
2. Slightly above 75% of the English Learners scored in the somewhat/moderate category in writing. Many of those students may be close to moving to the well-developed category.
3. Speaking is an area of strength in our students who are designated as English Learners.

# 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
<b>475</b>	<b>89.3</b>	<b>24.0</b>	<b>1.9</b>
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	114	24.0
Foster Youth	9	1.9
Homeless	38	8.0
Socioeconomically Disadvantaged	424	89.3
Students with Disabilities	84	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	12.6
American Indian or Alaska Native		
Asian	8	1.7
Filipino	5	1.1
Hispanic	376	79.2
Two or More Races	2	0.4
Native Hawaiian or Pacific Islander	1	0.2
White	22	4.6

### Conclusions based on this data:

1. We are a racially segregated school. This is why we received the second MSAP grant, to decrease racial isolation.

2. We remain a segregated school based on socioeconomic status, even though our Socioeconomically Disadvantaged population is decreasing.
3. English Learners represent a large part of our population that needs more support.





# 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
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  Red	
<b>English Learner Progress</b>		
<b>College/Career</b>		

#### Conclusions based on this data:

1. Academically speaking, math is the area of greatest need.
2. The suspension rate increased leaving us to find alternatives to suspension. We also need to build capacity in our teaching/administrative staff to engage students and use preventative strategies to keep students in class/school.
3. Chronic Absenteeism increased for many subgroups. Current strategies for decreasing absences are not working. Just like with the suspension rate, we need to pay attention to creating a classroom/school climate that keeps our students participating.



# School and Student Performance Data

## Academic Performance English Language Arts

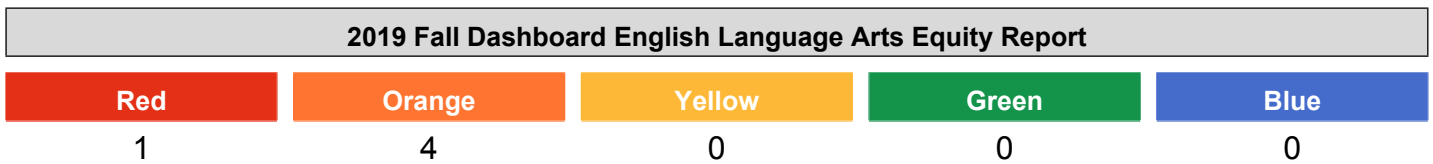
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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><b>All Students</b></p> Orange 76.9 points below standard Increased ++7.1 points 406	<p><b>English Learners</b></p> Red 112 points below standard Maintained ++1.2 points 187	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<p><b>Homeless</b></p> No Performance Color 84.6 points below standard Increased Significantly ++27.7 points 28	<p><b>Socioeconomically Disadvantaged</b></p> Orange 83.6 points below standard Increased ++6 points 353	<p><b>Students with Disabilities</b></p> Orange 131.3 points below standard Increased ++7.6 points 63

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 88.4 points below standard Increased Significantly ++21.4 points 47	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.7 points below standard Increased ++3.3 points 347	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
162.3 points below standard Increased ++5.2 points 79	75.2 points below standard Increased ++4.5 points 108	61.8 points below standard Increased Significantly ++17.8 points 132

**Conclusions based on this data:**

- Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
- African American students received attention to their needs in some manner. The affective/SEL needs may have been addressed since the subgroup did not received special instruction that was different from other students.
- English Learners still need more attention to their needs so that they may experience progress.

# School and Student Performance Data

## Academic Performance Mathematics

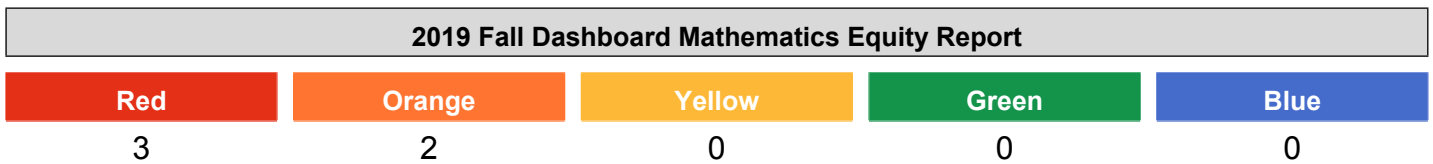
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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><b>All Students</b></p> Orange 126.6 points below standard Increased ++3.3 points 407	<p><b>English Learners</b></p> Red 157.5 points below standard Maintained ++1.5 points 188	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<p><b>Homeless</b></p> No Performance Color 144.2 points below standard Increased Significantly ++22.2 points 29	<p><b>Socioeconomically Disadvantaged</b></p> Red 134.7 points below standard Maintained ++2.4 points 354	<p><b>Students with Disabilities</b></p> Orange 183.7 points below standard Increased ++12.3 points 64

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 127.3 points below standard Increased Significantly ++16.2 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Red 130.6 points below standard Maintained -2.4 points 348	 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 6	

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
202.3 points below standard Increased ++5.8 points 79	125.1 points below standard Increased ++3.7 points 109	115.2 points below standard Increased ++9.8 points 132

#### Conclusions based on this data:

1. Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
2. African American students received attention to their needs in some manner. The affective/SEL needs may have been addressed since the subgroup did not received special instruction that was different from other students.
3. All students need more support in the area of mathematics in order to reach standard.

# School and Student Performance Data

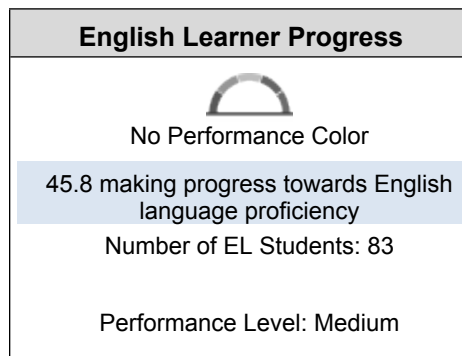
## Academic Performance English Learner Progress

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
19.2	34.9	1.2	44.5

#### Conclusions based on this data:

- English Learners need more support than what's being offered in their ELD class. They need more support throughout the instructional day.

# 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.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.

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

\* 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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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).



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

\* 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.

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

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.**

# 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Red 21.3 Increased Significantly +3.2 474	Red 24.7 Maintained +0.4 97	No Performance Color 54.5 Increased +42.8 22
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 34.3 Declined -0.7 35	Red 22.8 Increased +2.9 412	Red 34.5 Increased +14.9 87

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 35.3 Increased +7.4 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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
 Orange 19.2 Increased +1.9 391	 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

**Conclusions based on this data:**

1. Foster youth need more support in attending all classes daily.
2. There are many students who belong to many different subgroups and whose absences greatly affect our data.
3. OEB needs school wide attendance goals to support a decline in our chronic absenteeism rate.

# 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				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

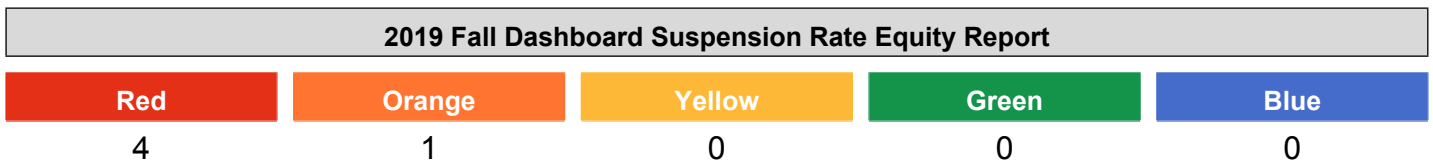
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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><b>All Students</b></p> <p>Red</p> <p>22.4</p> <p>Increased Significantly +5.3</p> <p>487</p>	<p><b>English Learners</b></p> <p>Red</p> <p>26</p> <p>Increased +6</p> <p>100</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>33.3</p> <p>Increased +20.8</p> <p>27</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>27.8</p> <p>Increased +14.7</p> <p>36</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>23.1</p> <p>Increased Significantly +5.5</p> <p>420</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>25.6</p> <p>Increased +2</p> <p>90</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 29.2 Declined -2.8 72	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.6 Increased Significantly +6.8 399	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 8

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17.1	22.4

**Conclusions based on this data:**

1. Too many students are being suspended as a consequence for negative behavior. Teachers need support in implementing de-escalation techniques, Behavior RTI strategies, and creating inclusive and productive environments.
2. There are many students who belong to many different subgroups and whose suspensions greatly affect our data.
3. African American students are getting their needs met in some manner in that they are not being suspended at the same rate as other subgroups. They are the only subgroup that experienced a decrease in suspensions.



# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

### Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -126.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 31.6 or more (to reach Yellow) to end at -123.6 or higher by the end of the 2022-2023 school year.

### Identified Need

The major subgroups, Hispanic, Socio-economically disadvantaged, and English Learners, on our site are significantly below standard in the area of math.

Approximately 70%, of students arrive to our school as 6th graders who are two or more grade levels below in math, based on SBAC scores from 2019.

As of February 2022, schoolwide iReady Math data indicates that 58% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	13.6% of students met/exceeded math target goals as measured by 2018-2019 SBAC math.	23.6% of student will meet/exceed math target goals as measured by 2022-2023 SBAC math.
SBAC Math	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none"> <li>Hispanic (-130.6)</li> <li>Socio-Economically Disadvantaged (-134.7)</li> <li>English Learners (-157.5)</li> </ul>	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2023.</p> <ul style="list-style-type: none"> <li>Hispanic (-110.6)</li> <li>Socio-Economically disadvantaged (-114.7)</li> <li>English Learners (-137.5)</li> </ul>
iReady	In September 2021, 69% of students were "at-risk" based on iReady Diagnostic. By	By February of 2023, only 40% of students will be at risk based on the results from the iReady Math Diagnostic 2.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	February of 2022, 58% of students were at-risk.	

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Math teachers will strengthen their implementation of the Workshop Model in all Math classrooms. The Workshop Model allows for differentiation, intervention, small group instruction, and student conferencing.

- Time for teachers to analyze data collaboratively and plan centers to be used during workshop. (Substitute teachers needed so that teachers can attend training sessions. - \$4,000 - Title I)
- Hire another Full time Math teacher (FTE) to lower the class size of our 6th and 7th grade math classes in order to facilitate more focused differentiation strategies.
- Time to have data chats with administration to check student progress, with special attention paid to English Learners and Hispanic students.
- Schedule 2-4 professional development sessions for teachers with Workshop Model as its focus. The focus will be on small group instruction and stronger implementation of our district-approved math curriculum within the workshop model. (Substitute teachers needed so that teachers can attend training sessions. - \$4,000 - CSI)
- The math team will hold Math Department meetings consisting of all of the site's math teachers who will meet regularly to monitor the direction of math instruction and engage in vertical planning that will support the academic development of our students. This will provide improved vertical lesson planning and articulation of levels of student performance expectations. This will also allow for collaborative opportunities for instructional staff to provide strategies to support learners across grade levels. (Hourly pay for teachers to meet outside of regular hours - \$14,400 - CSI).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4000	Title I
18,400	CSI

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Increase student talk during math instruction with the use of questioning strategies, AVID WICOR strategies, Kagan cooperative structures, and SDAIE strategies. This will engage students in developing a deeper conceptual understanding of the math concepts being taught. The area with the lowest percentage of students in the "met" or "nearly met" categories is math reasoning and conceptual understanding.

- Teachers will use require sub time to plan during Half-day or full-day pull out sessions. (\$5000 - CSI)
- Teachers will analyze student work/data to assess student progress in the area of mathematical concept building and mathematical reasoning.
- Teachers will use the resources in iReady to create flexible groupings of students to deliver small group instruction. Teachers will need supplies to facilitate small groups more easily, like Whiteboards (mobile and individual), whiteboards markers, manipulatives, and other classroom supplies. (\$5000 -CSI)
- All math teachers will collaborate to identify students for small group instruction and student growth tracking.
- Admin/coaches will schedule, plan, and facilitate learning walks to monitor the implementation of instructional strategies and Workshop Model. (\$2000 -CSI)

### 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)

12000

Source(s)

CSI

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Teachers will fully implement district adopted curriculum, Ready and iReady, to support student progress towards grade level proficiency and beyond. Teachers will become familiar with the Teacher toolbox that is included in the curriculum to support lesson design and differentiation.

- Administration will monitor student use of iReady to assess how students are spending time on gaps in math knowledge. This data will serve to inform teacher/coach in the use of

differentiation strategies during workshop. Administration, coaches, and teachers will work together to assign assessment to students to test their growth in key knowledge and skills. Administration will meet with the teachers, individually or as a department, at least four times per year.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All students

#### **Strategy/Activity**

Teachers will incentivize the progress of student results in iReady and on the Math Diagnostic tests. Teachers will establish student growth targets with students during teacher-student conferences after first diagnostic and incentivize student engagement. (\$400 - CSI)

### **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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400

CSI

## **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.

The main purpose of these strategies/activities is teacher professional development. Teacher professional development has been spotty in terms of both the workshop model and the Ready curriculum. Given the persistent shortage of substitute teachers and demands for "emergency coverage," plans for collaborative staffing time were not implemented as regularly as intended. Of those times when teachers were able to collaborate, teachers expressed that the collaboration was

valuable and needed more supports in terms of materials and resources to implement their next steps.

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

While this year has focused on implementing iReady curriculum with fidelity, one barrier has been consistent instances where students do not bring chromebooks to school everyday. This revealed a need for the school to revise its approach to supporting students' access to technology. Chromebook carts were purchased out of the 2021-2022 budget. Having loaner chromebooks on hand in classrooms should decrease the frequency of students being able to opt out of engaging in activities due to a lack of technology.

We have built in more time for teacher collaboration and coaching so that teachers can be supported in their efforts to offer lessons that differentiate based on student need.

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.

Based on feedback from teachers and work with the Instructional Coach, a focus has been added into this year's goal looking at supporting instruction across grade levels. This is a change from looking at ways to address individual classroom needs to addressing departmental capacity through a collaborative process that includes data analysis, sharing of strategies, and providing opportunities for teachers to share what they know about students' prior successes. This plan also provides implementation support for classroom instructional strategies that foster group work and workshop model instructional delivery. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency. By hiring an Intervention teacher, more students can be supported in their efforts to reach grade level proficiency.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

## Goal 2

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -76.9 (Orange) from 2019 by a total of 6.9 or more (to reach Yellow) with a stretch goal of 71.9 or more (to reach Green) to end at -70 or higher by the end of the 2022-2023 school year.

## Identified Need

Just below 80% of percent of students did not reach proficiency in English Language Arts according to the 2018 - 2019 SBAC data.

A high number of students (approximately 70%) arrive to our school two or more grade levels below in ELA according to district reports using 2018-2019 SBAC data.

As of February 2022, schoolwide iReady ELA data indicates that 64% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	20.7% of students are proficient or above in ELA according to the 2018-2019 SBAC.	30% of students proficient or above in ELA according to SBAC by May of 2023.
SBAC	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none"> <li>Hispanic (-78.7)</li> <li>Socio-Economically Disadvantaged (-83.6)</li> <li>English Learners (-112)</li> </ul>	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2023.</p> <ul style="list-style-type: none"> <li>Hispanic (-58.7)</li> <li>Socio-Economically disadvantaged (-63.6)</li> <li>English Learners (-92)</li> </ul>
iReady ELA	As of February 2022, schoolwide iReady ELA data	By February 2023, 50% or less students will be considered at-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	indicates that 64% of our students are at-risk. This is a decrease from September 2021 when data showed that 71% of our students were below grade level.	risk based on the iReady ELA Diagnostic Test.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

AVID strategies will support the development of ELA and Critical Thinking skills in all students. We will strengthen the implementation of AVID strategies throughout all classrooms.

- Teachers will receive continued professional development on WICOR (AVID Strategies of Writing, Inquiry, Collaboration, Organization, and Reading). This will support the development of students' ELA skills.
- Teachers will receive continued professional development in Costa's Levels of Thinking (AVID) to strengthen students' use of academic language and critical thinking skills.
- Teachers will continue to receive support from the site's Instructional Coach through individual or group coaching sessions, professional development sessions, and Learning Walks. (\$5000 - CSI)

### 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)

5000

Source(s)

CSI

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

All ELA teachers will participate in ELA Department meetings so that teachers can collaborate, analyze/track data, and engage in vertical alignment planning. (\$14,000 - CSI)

### 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)

14000

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Increase # of students reaching growth targets as set by teachers and students according to iReady ELA. This will give students a better chance at catching up to grade level. (In response to the high number of students who arrive at our school two or more grade levels below.)

- Set aside time to analyze data minimally one per quarter from iReady ELA.
- Continue to implement student conferencing, as part of Reading/Writing Workshop, using iReady ELA data and student work samples with rubrics.
- Incentive student growth by rewarding students who reach their growth targets. (\$500 - PEF)

### 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)

500

Source(s)

PEF

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Teachers will grow in their ability to implement Reading and Writing Workshop Model in all ELA/SS classrooms. This will serve to facilitate differentiation, intervention, small group instruction, and student conferencing.

- Teachers will participate in professional development led by the site Instructional Coach that will be supported through Learning Walks and coaching sessions.

### 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 5**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Through a partnership with the Armory Center for the Arts, we will provide all students with an art integration lesson to create alternate entry points for ELA standards to be presented and addressed. Students will participate in art lesson that will be connected to ELA Writing standards. (\$15,000 - CSI)

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

15000

CSI

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Continue with professional development with Cambio Group that focuses on strengthening how teachers design their lessons to increase Academic Language Development and Cultural proficiency in order to more effective with our students. (\$52,000 - CSI)

#### **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)

52000

CSI

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Increase the number of words/books students read by maintaining an updated and current list of book titles in the library. This has proven to increase the school's readership rates. In order to keep students reading, we will buy more books for the library. This will provide students with additional materials that promote interest-based reading and reading comprehension opportunities. (\$8,333 - CSI)

### 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)

8333

CSI

## 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.

The main purpose of these strategies/activities was the implementation of common writing and inquiry practices. Teacher professional development in terms of both the workshop model and balanced literacy were prioritized along with AVID instructional model. While the intent was to provide teachers with time to plan and deliver lessons using WICOR structures, finding dedicated collaboration and planning time for teachers proved to be challenging given the need to pull teachers during planning time in response to sub shortages and absences. For the brief period where these strategies could be implemented, initial feedback indicated teachers felt these strategies showed promise and potential. Teachers need to be supported in their growth of addressing the needs low performing students and these actions were able to do that. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. AVID strategies will also support the implementation reading and writing strategies throughout all ELA, Social Studies, and ELD classrooms.

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

Due to the need for teachers to cover classes due to teacher quarantines and substitute teacher shortages and impacted A Monday schedules having district required Covid updates and additional planning time given to teachers, not all of the planned teacher professional development and collaboration time was able to be delivered this year. Additionally, the school is executing plans and the expected goals for the implementation of the MSAP grant and TNTP middle school intervention. Literacy is one of the most important areas for improvement in our academic plan, but the full implementation of the MSAP grant is also top priority. Both MSAP and TNTP have priorities that are being balanced against the limited time constraints for this years collaboration and development time.

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

We will continue implement the Workshop Model in all ELA, ELD, and Social Studies classrooms. It has been difficult to have training throughout all classrooms due to high turnover in our ELA Department. As the implementation of Workshop and AVID grows, the SPSA will be modified based on which strategies is the most effective. For a second year in a row, we will not be experiencing high turnover within our ELA department.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

## Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -112 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 42 or more (to reach Yellow) to end at -109 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for Reclassified English Learners will decrease the baseline of -75.2 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 5.2 or more (to reach Yellow) to end at -72.2 or higher by the end of the 2022-2023 school year.

## Identified Need

Since the 2016-2017 school year, there has only been one EL student that has been proficient on the ELA SBAC test. The English Learner subgroup is the lowest performing subgroup according to the 18-19 SBAC test. Because of this, we must support an increase in the academic performance of our English Learners so that they may reclassify and be prepared to be successful in all of their classes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - ELA	English Learners increased by 1.2 points in the area of ELA according to the SBAC, which puts them at 112 points below standard.	English Learners as a subgroup will increase in proficiency on the 22-23 ELA SBAC test.
SBAC - Math	English Learners increased by 1.5 points in the area of Math according to the SBAC, which puts them at 157.5 points below standard.	English Learners as a subgroup will increase in proficiency on the 22-23 Math SBAC test.
iReady ELA Diagnostic	We will establish baseline data by the end of September of 2021 for our English Learners, based on the first administration of the iReady ELA Diagnostic for the 2021-2022 school year.	By March of 2023, 50% of English Learners will grow by at least one grade level based on the iReady ELA Diagnostic assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	In 18-19, approximately 7% of English Learners fell into Level 4 based on the ELPAC Test, which is the highest level and the level needed to reclassify.	By June 2023, 17% of English Learners will fall into the Level 4 category, putting them in the position to possibly reclassify.

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)

English Learners

#### Strategy/Activity

Increase use of SDAIE strategies being used in ELD Elective classes throughout all other core curricular classes.

- Increase professional development available for teachers in Reading strategies and writing strategies. This is reinforced by the implementation of AVID WICOR strategies.
- Increase the awareness in all teachers in how they should be supporting English Learners in their classes.
- Instructional coach will support teachers in the use of SDAIE strategies through individual or group coaching sessions and through site Learning Walks.
- Planning time for teachers to meet with Instructional Coach and LDRT to build lessons that include strategies to support English Learners and analyze data. (\$4,000 - Title I)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

Implement iReady ELA in the ELD Elective classes to support reading development.

#### 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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### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

OEB Magnet will offer tutoring and other learning support opportunities specifically for our English Learners both inside and outside of regular school hours by all core curricular teachers, including the ELD teacher. (\$6,292 - CSI/Title I)

#### 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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2500

CSI

3792

Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Engage English Learners in goal setting activities in regards to growth based on grades and iReady ELA data. English Learners will demonstrate growth on each subsequent assessment given at least quarterly. We will incentivize students to help motivate them to reach their growth goals that are created based on iReady ELA diagnostic data. (\$500 - PEF)

#### 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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500

PEF

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

English Learners

## Strategy/Activity

Teachers will attend CAFE and other pertinent conferences to learn current strategies and practices for supporting the academic development and social emotional well-being of students who are English Learners. (\$25,000 - Title I)

### 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)

25000

Source(s)

Title I

## 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.

The overall implementation of these goals focus on individualizing students' plans for improvement with particular emphasis on English Learners. After school tutoring and WICOR trainings were implemented this year. Given that tutoring opportunities were also provided via central district services (Paper tutoring), the overall effectiveness of after school tutoring is difficult to determine because students did not use either service consistently. Professional development sessions based on instructional strategies for English Learners and struggling students have been valuable for teachers in support of the integration of WICOR and SDAIE strategies in their lessons.

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

Initial plans to promote collaboration across ELD and content teachers were placed on hold due to challenges in maintaining in-person stable co-horts and Covid safety protocols. While ELD instructional supports have been put in place, they have not had a chance to be fully implemented with on-going coaching that links the work across all instructional content areas. iReady reading and AVID have become the bridge content for research-based curriculum for EL students. Teachers need to be supported in their collaborative efforts. We need to make sure that there is the time and enough structure to make sure the intended outcomes are produced when teachers are collaborating. Our core curricular instructors must include strategies that will more effectively support our English Learners in their classrooms.

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

We will no longer support the use of Read 180 in our ELD classes. We will be using iReady ELA and other instructional resources to deliver lessons in our ELD classrooms.





# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

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

## Goal 4

Suspension Rate for All Students will decrease the baseline of 22.4 (Red) from 2019 by a total of -10.4 or more (to reach Orange) with a stretch goal of -14.4 or more (to reach Yellow) to end at 12. or lower by the end of the 2022-2023 school year.

## Identified Need

Students need to feel safe, welcome, and respected in their learning environment. When students feel safe, welcome, and respected, they can engage fully in the learning process.

Students who English learners and African American students may have needs that are negatively affecting their sense of safety in their classrooms. This puts a barrier between these students and their access to instruction. We must build inclusive classroom cultures that are culturally responsive and psychologically safe.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	In 2019, the suspension rate was 22.4%.	By May 2022, the suspension rate will be 12.4% for all students.
Suspension Rate - CA Dashboard	In 2019, the suspension rate for English Learner students was 26% and for African American students it was 29.2%.	The suspension rate for English Learner students will be 16% and for African American students, 19.2%.
Referral Data	We will monitor the number of students who receive multiple referrals for the same infraction. We will establish a running list by October of 2021.	From October 2022 through March 2023, 50% of the students who receive a referral will not receive a second referral for the same infraction.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Students at OEB Magnet will be supported in developing self-regulation plans by having support personnel (site-based, district-based, and outside contractors) using SEL programming, defined MTSS support interventions, and PBIS intervention strategies. This will help students to learn skills that allow them to avoid negative behaviors which result in time outside of the learning environment.

Example providers may include LACOE PBIS (\$10,000 - CSI) and the work that they might perform is providing professional development and resources to our site PBIS team. We will also continue to provide a site Behavior RTI Coach (\$55,000 - LCFF/\$55,000 - Other/MSAP) to support teachers in their implementation of MTSS strategies, support the site in their implementation of school-wide PBIS strategies, and support students as they demonstrate the need for intervention. PBIS strategies can include strategies that require incentives for students (\$1,000 - PTA). Site-based support personnel may include Behavior support aides to support students in classrooms and during unstructured time (\$22,000 - Other).

### 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)
55000	LCFF - Supplemental and Concentration (S/C)
10000	CSI
1000	Parent-Teacher Association (PTA)
77000	Other

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

OEB Magnet will create a master schedule with diverse elective offerings so that students will be engaged in their classes and connected to the school community, thereby decreasing negative behaviors and the need for suspensions. This includes 7th period performing arts classes and visual arts classes during the regular school day (\$50,000 - Other/MSAP, \$11,000 - LCFF).

### 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)
50000	Other
11000	LCFF - Supplemental and Concentration (S/C)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Students will receive instruction in SEL strategies and behavioral support both during the instructional day and outside of the instructional day so that they can focus their attention and efforts on their academic development. This may include opportunities such as afterschool tutoring, Saturday school, or curriculum delivered during our Advisory classes. (\$8,000 - CSI)

#### 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)

8000

Source(s)

CSI

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Teachers will receive professional development in the areas of SEL, MTSS, and PBIS in order to provide an effective and encouraging learning environment for all students. (\$5,000 - CSI)

#### 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)

5000

Source(s)

CSI

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

In order to decrease the number of negative incidents that occur with students during unstructured time (Nutrition, Lunch, afterschool, before school, ...), OEB Magnet will provide supplies and supervision for student-interest clubs that will give them enrichment and self-development opportunities while on school grounds. Students will feel more connected to the school community and have positive activities to engage in. (\$5,000 - CSI)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	CSI

## 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.

The overall goal of this plan is to create a positive environment for our students learn. We also need to increase the sense of responsibility that the students must have to grow academically and behaviorally. We have been focusing on building agency in our students. We will continue with this push in the 2022 - 2023 school year.

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

We have many of our key staff members who contributed to a positive school culture. We will be building capacity in other staff members to fill those gaps in our school wide Tier I. We will continue with daily Advisory classes which added to the sense of group responsibility for our school climate. Teachers will receive professional development for strategies to be implemented during Advisory time and establishing positive relationships with the students in their Advisory classes.

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

We're building the capacity in our staff to continue to strengthen the implementation of Tier I strategies and support the large number of Tier 2 students who need more support.

# 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 welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

## Goal 5

Parent involvement is an important part of student success. Our goal is to increase the number of parents involved in activities that support student achievement, such as monitoring the academic development of their children, monitoring student attendance, attending parent workshops, and interacting with teachers and school staff on a regular basis.

## Identified Need

Students are not being supported enough in the areas of attendance and academic achievement. When contacting parents in an effort to support student success, parents often are not aware of issues such as poor attendance, missing assignments, and engagement in negative behaviors even though the information is available to them through parent portal. Parents also express that they are not aware of parent workshops, district parent trainings, or ways they can contact their students' teachers. The parents are waiting for the school to make first contact in regards to student needs or the offer of available resources. Even though the school uses Parentlink to send messages, updates the school website, and registers as many parents as possible for Parent Portal, many parents are not engaged in monitoring their students' participation in school or their participation by way of interacting with teachers and attending school events.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents with Parent Portal	In February 2022, 58% of parents had Parent Portal access.	In February 2023, 70% of parents will have Parent Portal access.
Parent Attendance at Stakeholder meetings and school events	Base percentage unavailable due to COVID.	By March of 2023, 50% of our parents will have attended at least one stakeholder meeting, parent workshop, or school event based on attendance tracking at these parent engagement opportunities.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will take every opportunity to register all parents for Parent Portal, including during all school events throughout the calendar year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000

Unrestricted

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

We will increase outreach to parents and families throughout the school year to keep the parents and guardians informed about the trainings, workshops, and other opportunities to be involved in the academic achievement of their students using site staff such as a full time community assistant (\$17,700 - Title I) and other site staff. We will work with community partners, like for example Pacific Oaks College, (\$50,000 - CSI) who will support our parents in learning how to engage in the school community. We will continue to use the normal strategies of Parentlink phone announcements, website updates, the marquee, and individualized phone calls from school staff. We will also use unique and creative techniques to meet with families through formal and informal, structured and unstructured activities that incentivize participation. This will be supported by our community partners.

**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)

17700

Title I

50000

CSI

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

In order to provide a welcoming atmosphere for our parent/stakeholder meetings and parent workshops, we will comfort items such a snacks and refreshments (\$1,601 - Title I) and child care (\$400 - Title I) for our families in an effort to increase attendance.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2001

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.

Our plan serves to increase our parents' engagement in the academic success of their children. With our community partners, we will use effective outreach strategies to support our families.

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

We are constantly trying to get more of our parents to engage in the academic development of their children. Our community assistant is instrumental to our parent outreach efforts. Along with our Community Assistant we will have additional staff (Senior Community Advocate) and community partnerships to support our parent engagement goals.

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

We will be continuing with the focus of our efforts to incoming 6th grade families, hoping that this will help future trends in parent portal access and parent engagement as the years pass.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

## Goal 6

As part of the MSAP Grant, we will continue to strengthen the implementation of the AVID program school wide.

### Identified Need

Students need study skills and organization explicitly taught alongside the content instruction that occurs in core academic classes. This will help them participate in class instruction and independent study, such as homework and projects. Studies show that student engagement increases when students are being taught content and skills within lessons that address topics that are relevant and give students choice and voice. When students are engaged, they can handle higher levels of rigor.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - CCI Tool : AVID Schoolwide Instruction (4-point rubric)	At this time, we are, on average, at a 2 on a 4-point rubric that describes our implementation of AVID strategies.	By March 2023, we would like to average a 3 in all areas in the AVID Schoolwide Instruction section of the CCI, with 4's in Organizational Methods and Tools.
Grades of Students in AVID Elective Classes	GPA of students - To be established after the first quarter of the 2022-2023 school year.	By the end of the 2022-2023 school year, students in the AVID Elective class will have increased their GPA.
Number of students who participated in PBL units throughout the school year.	Baseline for this goal will be established during the 2022-2023 school year.	By the end of the 2022-2023 school year, all students will have participated in at least two PBL units, one in their Social Studies classroom and another in a different class.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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



All students

#### Strategy/Activity

All students will have an AVID Binder, and the corresponding contents/supplies, that is utilized by all core academic classes and some elective classes.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25000

Source(s)

Title I

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

Students in AVID elective classes

#### Strategy/Activity

Students in the AVID elective class will participate in tutorial session two times per week to support academic development and ownership of their own learning. This is supported by AVID Tutors (\$30,000 - Other/MSAP)

#### 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)

30000

Source(s)

Other

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Increase the frequency of the use of PBL units in all classrooms. Social Studies Teachers will implement integrated PBL units throughout the 2022-2023 school year to support our theme of STEAM integration across curricular areas. Supplementary hourly pay will be provided for teachers to create new plans and collaborate with colleagues (\$5,000 - Other/MSAP). Professional development for teachers will be provided to support PBL lesson design. We will continue to support the use of PBL units in all core curricular classrooms.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Other

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

OEB Magnet will be pursuing recertification as a Nationally Certified STEM campus. Teachers must complete the professional development activities as a part of the recertification process. The activities serve to increase teachers' awareness on how to implement instructional strategies and create a classroom climate to provide quality STEM integrated lessons in all classrooms across all curricular areas. The learning outcomes are in alignment with and reinforce our instructional goals. Teachers will be observing in each other's classrooms and collaborating to finish the program. Teachers and site will be supported by the National Institute for Science Education.

#### 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)

7750

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.

We realized that AVID can support all students school wide. The strategies taught within AVID support both site and district initiatives. We also see the benefits for our struggling subgroups, such as our English Learners.

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

Because of the MSAP grant, we are able to offer aspects of AVID to all of our students as part of the focus on college/career readiness. We are pursuing a designation as an AVID Certified campus. In regards to training in PBL lesson delivery, we decided to focus only on our Social Studies teachers. Social Studies is a curricular area that receives little professional development support. The other teachers, English Language Arts, Math, and Science, all have other instructional focus areas to increase student achievement. Social studies curriculum lends itself to STEM integrated, project based learning environment quite well. Through support from one of our

consulting companies, the Social studies teachers are learning ways to integrate other instructional focus areas such as academic language development, critical reading skills, and student agency.

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.

AVID strategies support all core curricular areas. When implemented consistently, it boosts student engagement and participation, which then turns into higher levels of academic achievement. By reestablishing the use of PBL units to deliver instruction, students will engage more in their learning because of the focus on differentiation, relevancy, and student voice and choice.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

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

## Goal 7

Chronic Absenteeism for All Students will decrease the baseline of 21.3 (Red) from 2019 by a total of -1.3 or more (to reach Orange) with a stretch goal of -11.3 or more (to reach Yellow) to end at 20 or lower by the end of the 2022-2023 school year.

## Identified Need

We need to decrease the number of students who are chronically absent from school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate - CA Dashboard	In 2019, the chronic absenteeism rate was 21.3%.	By May 2023, the chronic absenteeism rate will be 11.3% for all students.
Chronic Absenteeism Rate - CA Dashboard	In 2019, African American students had the highest chronic absentee rate at 35%.	By May 2023, the chronic absenteeism rate for African American students will be 25%.
Monthly Attendance Reports	We will identify students who show the possibility of becoming Chronically Absent for the 2022-2023 school year by October of 2022.	By April 2023, 50% of the originally identified students will not become chronically absent students.

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 identified as at-risk for attendance by Attendance Reports from CWA.

### Strategy/Activity

Monitor attendance and address student and family needs based on SART conferences. We will review student attendance reports monthly.

### 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)

Students identified as chronically absent based on Attendance Reports.

Strategy/Activity

Set individual goals for students with incentives for reaching the goals.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Donations

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Students identified as chronically absent based on Attendance Reports.

Strategy/Activity

In order to promote more interaction between parents and teachers, we will set aside funds for teachers to make attendance phone call to parents of students who are struggling with attendance. This will allow for an overlap of information for parents, to hear about both attendance and academic needs. It will also help teachers build stronger connections to families. The input gained from these calls can support the development of plans to help students experience more academic success in school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

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.

The strategies chosen here require large amounts of individual communication with parents and students. In these conversations, we encounter many reasons why students are absent and try to offer support for those reasons. The difficulties lie within the amount of engagement of parents. If the parents do not have correct contact information or do not have influence over the child, it is difficult to create change in the student's negative attendance habits. This is why we are choosing to work directly with the student to come up with incentives to help them make better decisions in regards to their school attendance. We will still implement strategies to promote parent engagement.

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

Reaching our attendance goals was a challenge this year due to staffing difficulties. We did not have a full time counselor for the entire school year. Many staff members were in and out due to COVID-19 protocols. Attendance tracking was difficult due to students going in and out of quarantine as a part of COVID-19 protocols as well. This year's attendance data will surely be considered an outlier based on the effect of the pandemic.

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.

Many of the changes can be found in the Attendance Improvement Plan.

# 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	\$95493
Total Federal Funds Provided to the School from the LEA for CSI	\$153254
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$287126
Other State/Local Funds provided to the school	\$78750

## 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	\$93492
Title I Part A: Parent Involvement	\$2001
CSI	\$191633

Subtotal of additional federal funds included for this school: \$287,126

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)	\$78750

Subtotal of state or local funds included for this school: \$78,750

Total of federal, state, and/or local funds available for this school: \$327,497

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	78750.00	0.00
Title I	93492.00	0.00
Title I Part A: Parent Involvement	2001.00	0.00
CSI	191633	0.00

## Expenditures by Funding Source

Funding Source	Amount
CSI	191,633.00
Donations	500.00
LCFF - Supplemental and Concentration (S/C)	78,750.00
Other	162,000.00
Parent-Teacher Association (PTA)	1,000.00
PEF	1,000.00
Title I	93,492.00
Title I Part A: Parent Involvement	2,001.00
Unrestricted	2,000.00



# 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
- 5 Parent or Community Members

Name of Members	Role
Shannon Malone	Principal
Christie Meeks	Parent or Community Member
Jackie Field	Parent or Community Member
Josefina Arnold	Parent or Community Member
Tracy Gaestel	Parent or Community Member
Violeta Santacruz	Other School Staff
Cassandra Nevarez	Classroom Teacher
Jonathan Durfee	Classroom Teacher
Laurel Nelissen	Classroom Teacher
Martha Correa	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/22.

Attested:

Principal, Ms. Shannon Malone on

SSC Chairperson, Ms. Shannon Malone on

# 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](mailto: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](mailto: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](mailto: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](mailto: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**  
**Office of Academics**  
**GIFTED AND TALENTED EDUCATION**

The gray portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in gray. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

**Rubric**

- 1 = This is an established practice that has been in place since before the 2021-22 school year.
- 2 = This practice is being implemented for the first time during the 2021-22 school year.
- 3 = This practice is being developed now to be implemented during the 2022-23 school year.

**Section 1: Program Design**

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

	<b>1</b>	<b>2</b>	<b>3</b>
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	x		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	N/A		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	x		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	x		
Are GATE services provided to students during the regular instructional school day?	x		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	x		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	x		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	x		

<b>Section 2: Identification</b>			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	<b>1</b>	<b>2</b>	<b>3</b>
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	x		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	x		
Does the school testing calendar include GATE testing administered by <del>classroom teachers</del> ? GATE Coordinator	x		
Has a process been developed at the school to review research-based characteristics of giftedness with <b>all teachers, but with special emphasis on 2<sup>nd</sup>-grade teachers? with a focus on understanding cognitive, creative, affective, and behavioral traits</b>	x		
<b>Section 3: Curriculum and Instruction</b>			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	<b>1</b>	<b>2</b>	<b>3</b>
<b>Elementary</b>			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities/Renzulli Learning			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			
	<b>1</b>	<b>2</b>	<b>3</b>



<b>Middle School</b>			
Are high-achieving GATE students placed in accelerated or honors classes?	x		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	x		
Are the following instructional options used in the development of the SPSA and GATE plan: <ul style="list-style-type: none"> <li>• Honors class</li> <li>• <del>Pre-AP classes</del></li> <li>• <del>IB classes</del></li> <li>• Enrichment classes</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory <b>with a focus on SEL</b></li> </ul>	x		
<b>High School</b>			
Do honors classes offered in the core subject areas provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?			
Are the following instructional options used in the development of the school SPSA and GATE Plan: <ul style="list-style-type: none"> <li>• Honors classes</li> <li>• AP classes</li> <li>• IB classes</li> <li>• Career Pathways classes/Independent Study</li> <li>• Vertical subject-matter acceleration</li> <li>• Options for GATE Advisory</li> </ul>			
<b>All Grades</b>			
Does the Principal provide leadership in supervising and monitoring implementation of the <i>GATE Principal Checklist</i> to ensure that GATE students are receiving an appropriate education?	x		
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the <i>GATE Principal Checklist</i> annually as needed?	x		
Does the School Site Council review and approve the <i>GATE Principal Checklist</i> annually?	x		
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	x		

Is the <i>GATE Principal Checklist</i> developed in response to the specific and varied learning needs of the individual school population?	x		
<b>Section 4: Social and Emotional Development</b>			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	<b>1</b>	<b>2</b>	<b>3</b>
Do schools provide enrichment activities that foster social interaction among GATE students?	x		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	N/A		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	N/A		
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?		x	
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?		x	
<b>Section 5: Professional Development</b>			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	<b>1</b>	<b>2</b>	<b>3</b>
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• PUSD GATE Program Overview</li> <li>• GATE Identification Process</li> <li>• Characteristics of Gifted Learners from Diverse Populations</li> <li>• How to get or renew GATE Certification</li> <li>• How to create and use the Individualized Learning Plan</li> </ul>		x	
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> <li>• Kaplan's Prompts of Depth and Complexity/Content Imperatives</li> <li>• Acceleration of content (Universal Themes and Big Ideas)</li> <li>• Differentiation of skill, product, process</li> <li>• Critical and Creative thinking</li> <li>• Independent Study/Developing an Interest</li> <li>• Characteristics of Giftedness</li> <li>• Scholarly Behaviors (Thinking like a Disciplinarian)</li> <li>• Interdisciplinary lesson development</li> </ul>		x	
<b>Section 6: Parent and Community Involvement</b>			

6:1 Open communication with parents and the community is maintained.			
6:2 An active GATE advisory committee with parent involvement is supported by the district.			
	<b>1</b>	<b>2</b>	<b>3</b>
Does the school have a GATE Parent Advisory Committee (PAC) that meets <b>four</b> times per year?		x	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	x		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			x
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			
Is the School GATE Plan shared with parents and the community effectively and systematically?	x		
<b>Section 7: Program Assessment</b>			
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
	<b>1</b>	<b>2</b>	<b>3</b>
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	x		

**Based on the above needs assessment, identify a SMART goal for 2022-23 for GATE at your school site:**

By February of 2023, we will more than double the amount of parents who will be participating in GATE Parent meetings. The goal is to consistently have at least 10 parents at the meetings with these 10 participants representative of our diverse student population.

**State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?**

Goal 5, strategy 2. Within this goal we are looking for innovative ways to increase parent participation in our school. This is especially important for integrating our GATE families into the greater school community while supporting their students' unique needs. In educating parents in GATE SEL, they will also learn to help their students integrate into the greater school community and appreciate our diversity.

**Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):**

Farinas, Uka, Terre, Haro, Trapp, Milnes, Ko, Chapman, Skycak

**School: Washington STEAM Multilingual Academy / Octavia E. Butler Academy**

**Date Approved By GATE Site Advisory Council: 5/25/22**

**Date Approved By School Site Council: 5/27/22**

**Dates and times of calendared site GATE advisory meetings 2022-23:**


	<b>date</b>	<b>topic</b>		<b>date</b>	<b>topic</b>
<b>1st meeting</b>	9/22/22	Understanding the traits of GATE students	<b>3rd meeting</b>	2/23/23	Update on data-driven actions taken
<b>2nd meeting</b>	12/8/22	Share SEL data with parents & decide next steps	<b>4th meeting</b>	4/6/23	Recommendations for 2023-2024 SPSA



**Pasadena Unified School District**  
**Student Wellness and Support Services**

**Attendance Improvement Program**

Attendance Improvement Implementation Plan

School: Octavia E. Butler Magnet	Principal: Shannon Malone
School Number: 076	Counselor: TBA
Date Completed: 5/20/22	Principal Signature: 

**Goal:** Increase the percentage of students attending at 96% or higher.

<b>2021-22 Current ADA Percentage</b>	<b>2022-23 ADA Short Term Goal</b>	<b>2022-23 ADA Long Term Goal</b>
<b>93.13% (Month 9)</b>	<b>96%</b>	<b>97%</b>

**Attendance Improvement Plan**

<b>GOAL 1: ATTENDANCE &amp; DROPOUT PREVENTION PLAN</b>			
<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
<ul style="list-style-type: none"> <li>Celebrate students who have good and near perfect attendance – assembly, BBQ</li> <li>Have Advisory teachers check in with students who begin to demonstrate attendance needs, make recommendations to counselor</li> <li>Have Counselor speak to students about attendance goals</li> <li>Hold parent meetings earlier in the year in an effort to prevent students from becoming Chronically Absent</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers/Students</li> <li>Students who demonstrate need</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> <li>Weekly</li> <li>Monthly</li> <li>Monthly Beginning September</li> </ul>	<ul style="list-style-type: none"> <li>Number of students winning awards</li> <li>Number of recommendations to counselor</li> <li>Number of student conferences (documented in Aeries)</li> <li>Attendance rosters from meetings</li> </ul>



**Pasadena Unified School District**  
**Student Wellness and Support Services**

<b>GOAL 2: TEACHING ATTENDANCE</b>			
<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
<ul style="list-style-type: none"> <li>• Keep students aware of their attendance on a more regular basis</li> <li>• Teach attendance and its importance at the beginning of the year during Advisory Class.</li> <li>• Review attendance marking and other procedures for teachers at the first A-Monday meeting of the year.</li> <li>• Using the Advisory time news to talk about attendance more and its benefits.</li> <li>• Have attendance as one of the data points reviewed at Staff meeting, partnered with discussion and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Students</li> <li>• Teachers</li> <li>• School Community</li> <li>• Site Staff</li> </ul>	<p style="text-align: center;"><b>Weekly</b></p> <p style="text-align: center;"><b>Annually</b></p> <p style="text-align: center;"><b>Annually</b></p> <p style="text-align: center;"><b>Quarterly</b></p> <p style="text-align: center;"><b>Quarterly</b></p>	<p>Class Participation / Attendance of Advisory Class</p> <p>Class Participation / Attendance of Advisory Class</p> <p>Staff Meeting attendance</p> <p>Number of news show with attendance in content (ASB Canvas Page)</p> <p>Staff Meeting Agendas</p>



**Pasadena Unified School District**  
**Student Wellness and Support Services**

<b>GOAL 3: PREVENTION &amp; INTERVENTION</b>			
<b>Strategy &amp; Activity Description</b>	<b>Target Audience/s</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
<ul style="list-style-type: none"> <li>• Using data to identify attendance issues earlier in the year to be addressed.</li> <li>• Hold monthly SART Meetings</li> <li>• Incentivize students who are improving and /or reaching their attendance goals.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders</li> <li>• Parents</li> <li>• Students</li> </ul>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p>	<p>SST/SART Plans</p> <p>SART Plans</p> <p>Student Attendance Records</p>



# 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: Octavia E. Butler**

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	338	\$75,032.62