School Year: **2023-24**

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
Altadena Arts Magnet	19-64881-6021505		June 29, 2023

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
- Additional Targeted Support and Improvement

African American Students and Students With Disabilities

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.

The Altadena Arts Magnet School Plan for Student Achievement strives to meet the academic and social-emotional needs of all student groups through a school-wide system of positive student supports, arts integrated instruction that is engaging and rigorous, and a bustling, happy campus with increased parent and community engagement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholders were involved in the planning process for the annual review and update of this SPSA:
1. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas always include issues related to student academic achievement, opportunities for parental involvement, and opportunities for additional ELL support.
2. School Site Council (SSC): Our SSC meets monthly on the second Tuesday. The meeting agendas always include reports from all school site parent groups, including PTA, ELAC, AAPC, budget updates from the Principal.
3. AAM Faculty:The faculty meets on each A Monday. There is always an agenda that centers around Instruction, Magnet Grant, Capturing Kids' Hearts and a time for the staff to share and ask questions.
4. PTA: Our PTA meets monthly on the second Tuesday at 6:00 pm. There is always an agenda with planned discussions around school initiatives taken on by the PTA. Principal is present and has a 15 minute presentation at each meeting.
5. AAM Administration: Principal and Assistant Principals work within the AAM community. The ELT meets monthly. The ELT consists of the Principal, APs, Instructional Coaches, Librarian and RtI Coaches and teachers. The ELT meetings are held one B Monday per month at 1:30-3:30 pm. These meetings are led by an agenda created by the principal and then each person has a chance to go over their list for needs in their area of leadership.

Resource Inequities

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

The 2022-2023 school year provided a unique challenge to the school community because many of our upper grade students who were online during the pandemic missed their formative reading instruction so they came into the school year 2-3 grade levels behind in reading and math. Previously at risk and/or marginalized groups suffered a gap in learning falling further behind especially in reading and mathematics. Particularly our Hispanic, African American, Students with Special Needs and Foster Youth communities suffered a lack of resources during remote learning.

School Vision and Mission

Mission:
We provide a nurturing, rigorous and arts-integrated learning environment where children are taught how to think, not what to think.

Vision:
We will create a distinguished arts magnet, and dual language school exemplifying excellence in rigorous education. Our motto states,"Many Voices. One Song. Rising to Greatness! Plusieures voix. Une seule chanson. S'elevant versla grandeur!"

School Profile

Geographical, Social, Cultural, Educational and Economic Community Base:
Altadena Elementary School has a very special heritage, having been built on the present site in 1903. Altadena Arts Magnet can be reached by traveling north on Lake Avenue to Calaveras Street, then west on Calaveras Street to El Molino. The K-5th grade Altadena campus is located on the corner of Calaveras and El Molino. Altadena Arts Magnet Elementary School is one of the 15 elementary schools in the Pasadena Unified School District. Our school's community is highly supportive of our school and helps set the high academic goals for all of our students.

Grade Levels/School Configuration:
Altadena Arts Magnet is an Inclusion school and serves both regular education and special education students in grades PreK through Fifth. The school has a full day Kindergarten program. The staffing ratio for grades K through Fifth is 24:1. All 19 of our classroom teachers, 2 Special Education Teachers, 1 RtI Coach, and 1 Instructional Coach are classified as highly qualified and have the appropriate credentials for their positions. For the 2021-22 school year, we will have three English and one French class for grades K-5. In addition, Altadena Arts Magnet's inclusion program offers one Learning Lab with two Special Education teachers to meet the specific needs of our students with Special Education IEPs. One full-time Instructional Coach supports all teachers at Altadena in their implementation of all curriculum. One full time RtI Coach supports the MTSS/RtI system of positive behavior supports. One behavior Interventionist and one behavior aide works with RtI to support students in making positive choices. One Art TOSA supports teachers in creating arts-integrated units of study and also to provide discrete visual arts instruction to all students. Altadena Arts Magnet also has a Run Club Program Monday-Friday for the first ten minutes of the day.

Student Enrollment Figures/Trends:
Currently, 459 students are enrolled in the Kindergarten through 5th grade. For the 2023-24 school year, we have a projected enrollment of 500. Enrollment has fluctuated over the past five years. In 2015-2016, 298 students were enrolled compared to 263 students in the 2014 - 2015 school year. In the 2013-2014 school year, 283 students were enrolled in grades pre-Kindergarten through Five. From 2010, enrollment figures show a steady increase in the number

of students Special Education IEPs. In 2020-21, 58 students, 12.5% of the population, in grades Kindergarten through 5th are receiving Special Education services.

Poverty Level (e.g., percentage of students that are on free/reduced price lunch):
This year, 100% of Altadena School's students participate in the Free/Reduced Lunch Program, which is equivalent to the prior year and 8% less than the 2020 - 2021 school year. Based on the level of participation in the Free/Reduced Lunch Program, 67% of Altadena School's students are Socioeconomically Disadvantaged.

Feeder Program and Schools:
Altadena Arts Magnet feeds into Eliot Arts Magnet and then John Muir Early College Magnet High School.

Language, Racial and Ethnic Make-up of the Student Body:
English Language Learners 12.2%, African American 22%, Filipino 0.8%, Hispanic 50.2%, Two or More Races 6.9%, White 17.2%

School Staffing:
Altadena Arts Magnet will have 25 fully credentialed teachers and/or certificated staff who meet all credential requirements in accordance with State of California guidelines. There were no teacher misassignments/vacancies for the 2020-2021 school year. 100% of classes are taught by No Child Left Behind (NCLB) compliant teachers.

School Facilities, including Technology, Library and Media Resources:
In the 2021-22 school year, Altadena Arts Magnet will have 19 K-5 classrooms, one PreK classroom, a Speech Therapy/School Psychologist office, one Learning Lab, an Innovation Lab, a Dance Studio, Music Studio, Art Studio, Black Box Theatre, a Staff Lounge, a Nurse′s Office, a Staff Workroom, one Parent/Community Room, a Front Office, a Cafeteria/Auditorium, Instructional Coach and custodian offices, art garden, and three playgrounds, including a musical playground area (Pre-K/K yard, asphalt-covered yard, and grass field).

Because of an increase in enrollment, we no longer have space for the following important programs that led to our effective school turnaround:
LEARNs Office, D'Veal office, Turnaround Room, Game Room. We are not able to accommodate additional students until more classrooms are built and we will need bungalows to continue to offer our detailed SEL program.

Media arts lessons, including typing and computer skills, Google apps, movie making, music making and photography are integrated in the classrooms and will be taught in the innovation lab to support the standard curriculum and to prepare students for technological growth and 21st century learning opportunities. The school boasts 297 Chrome books, 6 Mac desktop computers, a 3D printer, 5 digital cameras and 30 iPads. All teachers have been issued a PUSD-owned Chromebook to support their professional technological needs. Each classroom is equipped with a newly installed short throw projector and whiteboard paid for with MSAP funds. AAM will continue to have a Tech Leader on site who will work closely with our PUSD technology department to support staff in their technology needs. Students receive computer-assisted instruction and technology integrated instruction on a regular schedule. Approved applications and extensions can be accessed to assist students in their development of critical thinking skills, technological skills, and mathematical proficiency.

How the School Community Works Together to Establish and Promote the Culture of the School:
The Altadena Arts Magnet school community helps to set high academic goals for all of our students. The faculty provides a rigorous and balanced instructional program based on the California State Standards and is supported by a school community that works together to establish and promote a culture of teamwork, high expectations, and success, as well as a positive climate for learning and achieving. The Magnet Grant Coordinator works within the community to promote the school. Principal has entered into a formal community partnership with MonteCedro retirement community across the street and each of our arts spaces has been newly dedicated to celebrate and honor close community partnerships with professional artists and community leaders.

As an integral part of our school′s educational program, all students are encouraged to participate in the school′s academic and extracurricular activities designed to promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Those activities include, but are not limited to, Math Field Day, African American History Bee, LEARNs Cheer, Football Team, Soccer Team, and Science Innovation Exposition. As such, students at Altadena Arts Magnet are guided by specific rules and expectations that promote respect, responsibility, and safety. The overarching goal is to provide students with opportunities to learn and display self-discipline and to make positive choices. Furthermore, here at Altadena Arts Magnet, students′ academic progress, good behavior, and achievements are recognized and celebrated during monthly school-wide assemblies for those who exemplify our Cougar Values: Care for others, obey school rules, use your brain, give respect, accept responsibility, reflect on your actions and stay strong.

Students have the opportunity to participate in the after-school LEARNS program. The LEARNS program provides students with one hour of academic studies, one hour of homework help, and one hour of enrichment. The LEARNS program works closely with the staff at Altadena Arts Magnet to support the academic growth of students. Altadena Arts students also have the choice to sign up for Boys and Girls Club or Can Do Kids after school.

Altadena Arts Magnet has a French Dual Language Immersion Program that is fully enrolled in grades K-3 with a small pioneer group in grades 34/5. AAM is a recent recipient of a multi million dollar arts magnet grant. With the grant, Altadena Arts students will receive up to 16 hours per week of discrete and arts-integrated instruction. Students will have access to all five art forms: Dance, Theatre, Music, Media and Visual Arts. The school operates much like an arts conservatory wherein students move as a class all day to participate in a myriad of arts classes.

Description of How the School Provides Individual Student Academic Assessment Results in Language the Parents Understand, Including an Interpretation of those Results:
Various measures of student achievement are used as an ongoing part of the quality instructional program at Altadena Arts Magnet. These measure students′ actual progress as well as the effectiveness of the instructional program. ELA, Math, and Science Trimester Assessments are given to all grades to monitor students′ progress in core subject areas. Altadena Arts Magnet provides individual student academic assessment results and an interpretation of those results in various ways and in the languages the parents understand. The following are used to ensure that all parents are regularly communicated with and understand the information:

- Trimester Report Cards are available in English and the student′s home language.
- Progress Reports bearing ELA Assessment Scores, Math Assessment results and results from other class assessments (both formal and informal) for all core subjects (ELA, Math, Social Studies, and Science) are available in English and the student′s home language.
- Teachers avail themselves for conferences with parents regarding their child′s progress. as needed,

Other Important Characteristics of the School:
Altadena Arts Magnet is continually working towards improving student achievement. We are now a Capturing Kids' Hearts campus. Our teachers are implementing relational classroom practices and we are working toward becoming a CKH Showcase School. AAM continues to nurture relationships with community organizations such as MonteCedro Creative Living Facility, Altadena NAACP, Altadena Public Library, and Altadena Historical Society.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.23%	0%	1	1	0
African American	19.2%	18.39%	16.19%	90	80	74
Asian	0.9%	1.15%	1.53%	4	5	7
Filipino	1.5%	2.07%	1.75%	7	9	8
Hispanic/Latino	51.0%	46.90%	47.26%	239	204	216
Pacific Islander	%	%	0%			0
White	19.0%	20.23%	20.79%	89	88	95
Multiple/No Response	6.2%	8.28%	9.19%	29	36	42
			Total Enrollment	469	435	457

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	99	75	71
Grade 1	83	87	84
Grade 2	79	73	91
Grade3	65	76	71
Grade 4	65	64	77
Grade 5	78	60	63
Total Enrollment	469	435	457

Conclusions based on this data:

1. Enrollment has more than doubled since 2017.
2. Our Hispanic/Latino and African American populations are decreasing.
3. Our percentage of white students continues to increase helping us to meet our MSAP grant targets to reduce minority group isolation.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	50	42	39	10.70%	9.7%	8.5%
Fluent English Proficient (FEP)	60	53	51	12.80%	12.2%	11.2%
Reclassified Fluent English Proficient (RFEP)	5			10.0%		

Conclusions based on this data:

1. Our percentage of ELLs has decreased significantly over the past three years.
2. Our reclassification rate continues to increase.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	76		0	75		0	75		0.0	98.7	
Grade 4	69	62		0	60		0	60		0.0	96.8	
Grade 5	78	60		0	59		0	59		0.0	98.3	
All Grades	215	198		0	194		0	194		0.0	98.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.			20.00			24.00			21.33			34.67	
Grade 4		2415.			8.33			18.33			30.00			43.33	
Grade 5		2476.			18.64			20.34			18.64			42.37	
All Grades	N/A	N/A	N/A		15.98			21.13			23.20			39.69	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.67			45.33			32.00	
Grade 4		8.33			66.67			25.00	
Grade 5		16.95			62.71			20.34	
All Grades		16.49			57.22			26.29	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.33			49.33			41.33	
Grade 4		3.33			58.33			38.33	
Grade 5		11.86			55.93			32.20	
All Grades		8.25			54.12			37.63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33			70.67			16.00	
Grade 4		8.33			73.33			18.33	
Grade 5		10.17			67.80			22.03	
All Grades		10.82			70.62			18.56	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33			57.33			29.33	
Grade 4		6.67			63.33			30.00	
Grade 5		11.86			61.02			27.12	
All Grades		10.82			60.31			28.87	

Conclusions based on this data:

1. In third and fifth grades the percentage of students who met standard increased significantly.
2. In reading the percentage of students above standard increased significantly in third grade.
3. In writing the % of students at or above standard increased significantly for fifth grade.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	76		0	75		0	74		0.0	98.7	
Grade 4	69	62		0	60		0	60		0.0	96.8	
Grade 5	78	60		0	60		0	60		0.0	100.0	
All Grades	215	198		0	195		0	194		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.			13.51			22.97			35.14			28.38	
Grade 4		2413.			6.67			10.00			33.33			50.00	
Grade 5		2458.			10.00			13.33			26.67			50.00	
All Grades	N/A	N/A	N/A		10.31			15.98			31.96			41.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.16			54.05			33.78	
Grade 4		10.00			31.67			58.33	
Grade 5		10.00			36.67			53.33	
All Grades		10.82			41.75			47.42	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.86			55.41			29.73	
Grade 4		6.67			45.00			48.33	
Grade 5		15.00			48.33			36.67	
All Grades		12.37			50.00			37.63	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.86			64.86			20.27	
Grade 4		3.33			56.67			40.00	
Grade 5		6.67			55.00			38.33	
All Grades		8.76			59.28			31.96	

Conclusions based on this data:

1. Percentage of overall achievement in math has gone up in grades three and five and declined in grade four.
2. In problem solving, grade three made significant growth in the percentage of students above standard.
3. In the area of communicating reasoning grade three made significant growth in percentage of students at or above 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		10	9	
1	*	*		*	*		*	*		10	7	
2	*	*		*	*		*	*		8	4	
3	*	*		*	*		*	*		9	7	
4	1502.8	*		1517.0	*		1488.1	*		11	7	
5	1504.8	*		1510.2	*		1498.8	*		12	7	
All Grades										60	41	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	9.09	*		63.64	*		9.09	*		18.18	*		11	*	
5	0.00	*		50.00	*		41.67	*		8.33	*		12	*	
All Grades	16.95	24.39		38.98	29.27		32.20	34.15		11.86	12.20		59	41	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	36.36	*		54.55	*		0.00	*		9.09	*		11	*	
5	33.33	*		58.33	*		0.00	*		8.33	*		12	*	
All Grades	47.46	51.22		35.59	34.15		10.17	12.20		6.78	2.44		59	41	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	0.00	*		27.27	*		36.36	*		36.36	*		11	*	
5	0.00	*		0.00	*		75.00	*		25.00	*		12	*	
All Grades	3.39	4.88		16.95	9.76		47.46	51.22		32.20	34.15		59	41	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	36.36	*		54.55	*		9.09	*		11	*	
5	0.00	*		75.00	*		25.00	*		12	*	
All Grades	35.59	29.27		44.07	68.29		20.34	2.44		59	41	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	72.73	*		18.18	*		9.09	*		11	*	
5	83.33	*		8.33	*		8.33	*		12	*	
All Grades	72.88	65.85		20.34	26.83		6.78	7.32		59	41	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	0.00	*		63.64	*		36.36	*		11	*	
5	0.00	*		66.67	*		33.33	*		12	*	
All Grades	6.78	7.32		59.32	43.90		33.90	48.78		59	41	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	0.00	*		72.73	*		27.27	*		11	*	
5	0.00	*		66.67	*		33.33	*		12	*	
All Grades	6.78	9.76		52.54	60.98		40.68	29.27		59	41	

Conclusions based on this data:

1. The number of students performing moderately in the writing domain increased significantly from 38.64 to 61.29 in the 2018-2019 school year therefore, more focused intervention on writing for our ELs would be a benefit.
2. Our number of total EL students is decreasing.
3. 32% of our EL students are at Level 4 as indicated by the 2018-2019 ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
435	**65.5**	**9.7**	**1.1**
Total Number of Students enrolled in Altadena Arts Magnet.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	9.7
Foster Youth	5	1.1
Homeless	13	3.0
Socioeconomically Disadvantaged	285	65.5
Students with Disabilities	55	12.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	80	18.4
American Indian	1	0.2
Asian	5	1.1
Filipino	9	2.1
Hispanic	204	46.9
Two or More Races	36	8.3
Pacific Islander		
White	88	20.2

Conclusions based on this data:

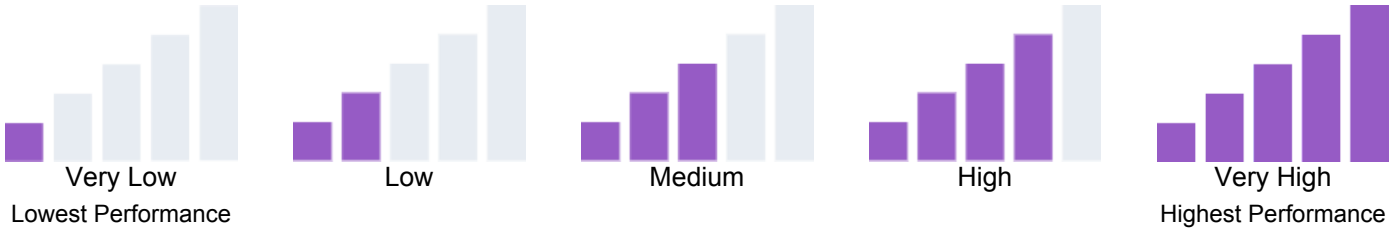
1. The majority of our students are socioeconomically disadvantaged.
2. Hispanic and African American student populations are declining in numbers.
3. We have a significant population of students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. We need to continue to increase resources to implement more positive behavior management strategies to meet the needs of our tier 3 students with severe trauma.
2. We need to find ways to decrease our chronic absenteeism.

3. We need to further differentiate ELA and Math instructional practices to increase proficiency in those subjects.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

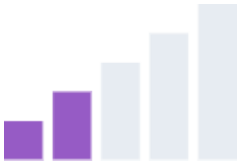
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
37.6 points below standard	98.7 points below standard	3 Students
190 Students	37 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
10 Students	57.3 points below standard	74.9 points below standard
	147 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 58.2 points below standard 46 Students	No Performance Level 0 Students	No Performance Level 4 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 56.7 points below standard 98 Students	No Performance Level 3.3 points below standard 15 Students		No Performance Level 47.7 points above standard 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117.1 points below standard 20 Students	88.3 points below standard 18 Students	22.4 points below standard 142 Students

Conclusions based on this data:

1. Current practices put in place like Data chats with teachers, goal setting with students and consistent structured supports from Principal and Instructional Coach are having an impact. We need to strive for even further alignment of our practices and professional development supports.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

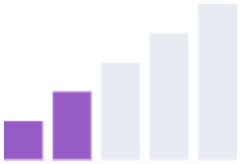
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
54.8 points below standard	95.4 points below standard	3 Students
192 Students	37 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
72.5 points below standard	71.6 points below standard	62.6 points below standard
11 Students	149 Students	33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 76.7 points below standard 47 Students	No Performance Level 0 Students	No Performance Level 4 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 73.5 points below standard 99 Students	No Performance Level 3.5 points below standard 15 Students		No Performance Level 17.1 points above standard 20 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.6 points below standard 20 Students	104.8 points below standard 18 Students	44.9 points below standard 144 Students

Conclusions based on this data:

1. Our fourth grade teaching team needs more support in meeting the needs of all students in Mathematics.
2. We need to continue to support teachers in using Ready Math curriculum and i Ready to improve student outcomes.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.6 making progress towards English language proficiency

Number of EL Students: 31 Students

Performance Level: 3

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.

2022 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
16.1%	32.3%	0.0%	51.6%

Conclusions based on this data:

1. We need to spend more designated A Monday time training our teachers to deliver ELD instruction within their classrooms to raise proficiency of our English learners in ELA.
2. We need to to raise proficiency levels of our English learners in Math through our after school tutoring paid for by the LADD office.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

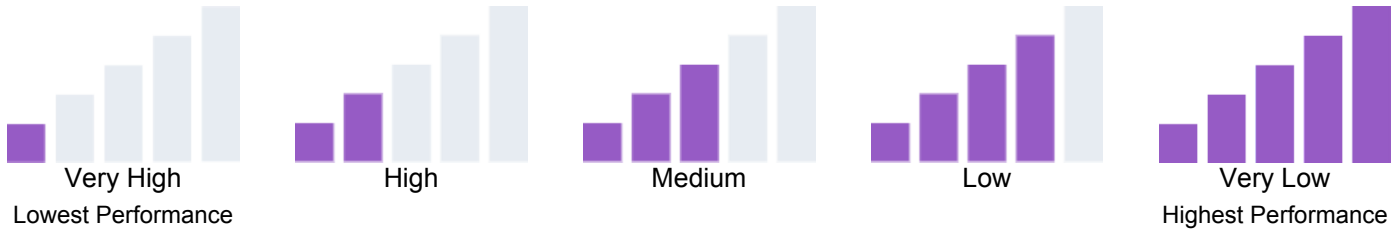
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

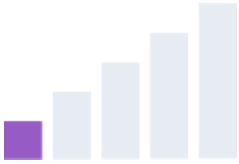
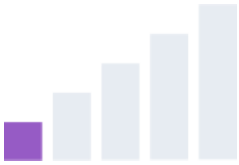
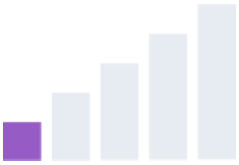
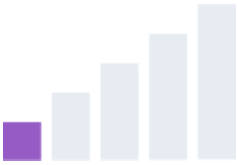


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
46.1% Chronically Absent	46.2% Chronically Absent	Less than 11 Students
451 Students	52 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
60% Chronically Absent	57% Chronically Absent	46.2% Chronically Absent
20 Students	300 Students	65 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very High	No Performance Level	No Performance Level	No Performance Level
59.5% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
84 Students	2 Students	5 Students	9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High		Very High
55.7% Chronically Absent	26.5% Chronically Absent		23.3% Chronically Absent
212 Students	49 Students		90 Students

Conclusions based on this data:

1. We will work with our AAPC to find ways to decrease chronic absenteeism for African American Students.
2. We need to understand the root cause of our EL students improving their attendance rate so radically. The implications of seeing this improvement will potentially lead us to making more progress in this area for other groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	1	3	0	1

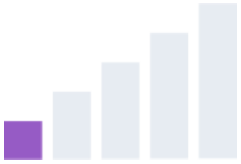
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
2.9% suspended at least one day	0% suspended at least one day	Less than 11 Students
481 Students	58 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
3.8% suspended at least one day	3.4% suspended at least one day	7.5% suspended at least one day
26 Students	326 Students	67 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
7.6% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
92 Students	2 Students	7 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Medium		Medium
2.2% suspended at least one day	1.9% suspended at least one day		1.1% suspended at least one day
223 Students	53 Students		95 Students

Conclusions based on this data:

1. We need to continue to develop strategies to lower our suspension rate particularly within subgroups such as, Hispanic, students with disabilities and socioeconomically disadvantaged.
2. We need to continue our Capturing Kids' Hearts professional development for all staff.
3. We need to continue offering our RtI Coach services and Behavior Aide services.

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

Student Achievement: 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

MATH
The % of ALL students that are at or above grade level in math will increase by 15 %.
The % of EL students that are at or above grade level in math will increase by 15%.
The % of students (SWD) that are at or above grade level in math will increase by 15%.
The % of African American students that are at or above grade level in math will increase by 15%.
The % of Socioeconomically disadvantaged students that are at or above grade level in math will increase by 15%.
The % of Hispanic students that are at or above grade level in math will increase by 15%.

Identified Need

Students continue to lag behind prepandemic levels and require additional supports in foundational math skills to close the gap. ELLS, SED and student who are two or more races are most heavily impacted.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics grades 3-5	54.8 pts below baseline	Student scores will increase by 8.2 (15%) to 46.6 below baseline or lower.
SBAC Mathematics for ELLs	95.4 pts below baseline	Student scores will increase by 14.3 (15%) to 81.1 below baseline or lower.
SBAC Mathematics for Socioeconomically disadvantaged students	71.6 pts below baseline	Student scores will increase by 10.7 (15%) to 60.9 below baseline or lower.
SBAC Mathematics for Hispanic Students	73.5 pts below baseline	Student scores will increase by 11.0 (15%) to 62.5 below baseline or lower.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics for African American Students	76.7 pts below baseline	Student scores will increase by 11.5 (15%) to 65.2 below baseline or lower.
SBAC Mathematics for Students with Disabilities	62.6 pts below baseline	Student scores will increase by 9.4 (15%) to 53.2 below baseline or lower.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

2 Substitute teachers 3 days per week each to do focused pull out instruction to support English and Math (Allocation to support both math and english Tier 2 support).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,810	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

N/A

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

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

Student Achievement: 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 -37.6 from 2022 by a total of -10 or more to end at -27.6 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Hispanic students will decrease the baseline of -56.7 from 2022 by a total of 10 or more to end at -46.7 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will decrease the baseline of -57.3 from 2022 by a total of -10 or more to end at -47.3 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Hispanic students will decrease the baseline of -98.7 from 2022 by a total of 15 or more to end at -83 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for Student with Disabilities will decrease the baseline of -74.9 from 2022 by a total of 11 or more to end at -63.9 or higher by the end of the 2022-2023 school year.

NOTE: When a target student group has fewer than 11 students, the numerical values of the group are withheld. When there is more than 10 but less than 30, a color is not provided . When that happens, we might note the results in our SPSA but not make a goal around it.

The percentage of ALL students who score at above grade level on the I-Ready Reading Diagnostic will increase from 43% to 53%.
The percentage of English Language Learner students who score at above grade level on the I-Ready Reading Diagnostic will increase from 0% to 10%.
The percentage of students with disabilities who score at above grade level on the I-Ready Reading Diagnostic will increase from 10% to 20%.
The percentage of white students who score at above grade level on the I-Ready Reading Diagnostic will increase from 47% to 57%.

Identified Need

Currently all students in grades 3-5 are performing at -35.1 distance from standard as measured by SBAC and 70% of students are reading below grade level as measured by the IRI.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA for all students in grades 3-5	-37.6	-27.6
SBAC ELA for Hispanic Students	-56.7	-46.7
SBAC ELA for ELLs	-98.7	-83
SBAC ELA for Socioeconomically disadvantaged	-57.3	-47.3
SBAC ELA for Students with disabilities	-74.9	-63.9
Informal Reading Inventory for ELLs		
Informal Reading Inventory for African American Students	-39.7	50.
Informal Reading Inventory for Hispanic Students	45.3	50.
Informal Reading Inventory for Foster Students	33.	50.
Informal Reading Inventory for Homeless Students	33.	50
Informal Reading Inventory for SWD	13.6	25

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

Strategy/Activity 1

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

All students.

Strategy/Activity

Teachers will continue to support in the Writers Workshop Model provided by our Instructional Coach and a contracted trainer from Powerful Choices. We continue to need lots of supplies such as colored folders, copy paper and copier maintenance, especially as our population grows this next school year as these are integral components of the Balanced Literacy Framework.

More teachers will begin implementation with the Reader's Workshop Model. We will be adding more early adopters to this list with support from our instructional coach.

Daily activities will focus on all the components of a comprehensive Balanced Literacy program, with particular attention to instructional rigor in vocabulary development, reading comprehension, written conventions, and the writing process.

Intervention, coaching and PD provided by Instructional Coach.

Explicit instruction on the parts of the sentence, spelling, and punctuation

Use of Writing Workshop, and all its components.

Thinking Maps, Daily Language Review, and flexible grouping, will be used as instructional strategies.

Increase use of academic language.

Analyze assessment data and use the analysis to drive instruction, intervention, and student groupings.

Continued classroom observations with timely feedback from administrator, and instructional coach.

Collegial learning walks between teachers with Principal and Instructional Coach.

Time for teachers to collaborate in grade level and vertical teams.

Incorporate new learnings from Reading and Writing Units of Study/Workshop model that will be learned from summer trainings.

Visit other school sites who are implementing workshop model well.

Phonics, decoding instruction, and grammar and fluency: currently needs to be strengthened within Balanced Literacy. We will continue to find additional resources to Words Their Way and also incorporating these areas into mini-lessons during workshop time.

We will monitor the progress of these strategies by looking at end-of-unit products (like writing celebrations), IRI scores, and more frequent progress monitoring. Progress monitoring will be done using running records and student goal setting conferences.

CAASPP test taking strategies, particularly navigating the chrome books will be taught discreetly by our media arts teacher.

Assessments that mirror the SBAC should be sought out and presented in a meaningful, fun way throughout the year. The younger grades can also prepare for future testing through more keyboarding skills taught by our media arts teacher.

Teachers will continue the practice of holding Data Goals Conferences with each of their students three times per year to help students understand their progress and areas of growth needed to achieve grade level mastery.

Also, we will continue to highlight the importance of the CAASPP to our students: having a school-wide data assembly (like was done this year), raising awareness about the test (even in earlier grades), and having each child review their own scores from last year.

In order to provide a print rich environment that includes necessary materials for student mastery of phonemic awareness, genre and dual language instruction, we will continue to provide additional supplies and resources to support all students.

Small group pull out instruction provided by 2 substitute teachers targeting basic phonics and reading gaps with students.

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

Amount(s)	Source(s)
35692.00	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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 students continue to raise their overall achievement in ELA as measured by the CAASPP, however we need to continue to monitor and support teachers in supporting their students so we can move from yellow to green, and eventually blue.

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 not been able to give students access to our library resources and books. Additionally, our students' reading scores as indicated by their mid year IRIs have dropped. We need to create a school-wide culture of reading where students have access to take books home.

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 come up with a creative solution to getting books in our students' hands.

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

Student Achievement/Closing the Achievement Gap: 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

70% of English Language Learners will make progress toward English Language Proficiency as measured by the ELPAC in the spring of the 2023-24 school year.

50% of English Language Learners will reclassify in the 2023-24 school year.

Identified Need

Currently ELs are reading two or more grade levels below as indicated on their IRIs and 30% are passing their ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IRI	Two or more grade levels behind as indicated on their IRIs	All ELs will be reading no more than one grade level behind as indicated by their end of year IRI scores.
ELPAC	30.0	50.

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)

ELLs

Strategy/Activity

1. Teachers continue to have Data Chats with English Learners at BOY, MOY and before ELPAC testing in their classroom to discuss what is needed to reclassify.
2. Recommend continued funding of after school tutoring through LADD for EL's early in the school year preparing for the ELPAC and then SBAC/CAASPP testing.
3. Continued outreach to EL student families through a trusted school community member who is proficient in Spanish and has a relationship with families to translate meetings, encourage participation every month and make any outreach calls, as needed.

4. School-wide reclassification ceremonies to spread awareness and promote this important marker.
5. Recommend that AAM have a school library check-out system so students can have access to books to check-out for home reading.
6. Continued childcare for ELAC meetings to encourage members to attend meetings.
7. Continued 30 min/daily of ELD across classrooms and grade levels.
8. Teachers will continue to be trained on best strategies to support EL's with Reading, Writing and Math.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We had 30 students take the ELPAC. Of those 30, 9 students passed. All the students who remained at AAM and who were up for reclassification did in fact meet all requirements and reclassified.

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

Our Library Coordinator/computer learning specialist will be able to work closely with our Instructional Coach and teaching team to pull resources for our EL students to improve their reading levels as measured by their IRI scores.

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 adding the Library Coordinator/media arts specialist. We will be able to monitor the effectiveness of this strategy by reviewing IRI scores and ELPAC scores.

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

School Climate and Engagement: We will reduce the suspension rates across campus from 13% to 12.7%.

Goal 4

Suspension Rate for All Students will decrease the baseline of 3 (Medium) from 2022 by a total of -1 or more (to low) with a stretch goal of -2 or more (to reach very low) to end at 2 or lower by the end of the 2023-2024 school year.

Suspension Rate for African American will decrease the baseline of 7.6 (Very High) from 2022 by a total of -3 or more (Medium) with a stretch goal of -4 or more (to reach low) to end at 4.6 or lower by the end of the 2023-2024 school year.

Suspension Rate for Hispanic will decrease the baseline of 2.2 (medium) from 2022 by a total of -1 or more (to reach low) with a stretch goal of -2 or more (to reach very low) to end at 1.2 or lower by the end of the 2022-2023 school year.

Suspension Rate for Socioeconomically Disadvantaged will decrease the baseline of 3.4 (High) from 2022 by a total of -1 or more (to reach Medium) with a stretch goal of -2 or more (to reach Low) to end at 2.4 or lower by the end of the 2023-2024 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of will decrease the baseline of 7.5 (Very High) from 2022 by a total of -3 or more (Medium) with a stretch goal of -4 or more (to reach low) to end at 4.5 or lower by the end of the 2023-2024 school year.

Identified Need

As the campus has become safer, Altadena Arts Magnet needs to strive to suspend less often and teach students to make better choices with a longer lasting effect on their overall behavior and demeanor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for all students	2.9	2.0
CA Dashboard for students with disabilities	7.5	4.5
CA Dashboard for African American students	7.6	4.6
CA Dashboard for Hispanic Students	2.2	1.2
CA Dashboard for SED Students	3.4	2.4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Suspension Data	13	10

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, specifically African American and students with special needs.

Strategy/Activity

By August 2023, Altadena Arts Magnet will have reviewed expectations in Capturing Kids Hearts and MTSS practices decreasing out of class referrals to the Turnaround Room.

By June 2023, all teachers at Altadena Arts Magnet will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the development and integration of positive behavior supports and interventions such as Capturing Kids' Hearts.

Teachers will continue to be coached in PBIS.

PAWSitive Support Team is on campus 6 hours per day (Principal, Wellness Teacher, Project Aide 2 (Behavior), 5 Project Aide 1 (Recreation), and all Instructional Aides.

Behavior Interventionist will continue to support students in and outside the classrooms with restorative justice, parent contact, and playground supervision.

We will have an additional 1 Project Aids to cover free play time during recess and lunch. Their specific duties include supervising our play stations and running games both on the Kindergarten playground and main playground, and mitigating and pre correcting for negative behaviors.

Implement and adhere to the school-wide Positive Behavioral Interventions and Supports system which includes an MTSS, RTI Teacher, positive recognition, assemblies to review expectations, referral and reflection forms, and trauma-informed practices.

Continue the use of the Turnaround Room as a restorative space for students to learn to monitor their behaviors.

Monthly Cougar Values Awards assemblies to recognize Students who exemplify our Cougar Values: Care for others, obey school rules, use your brain, give respect, accept responsibility, reflect on your actions and stay strong!

Monthly Cougar Call assembly for grades 3-5 to review behavioral expectations.

Classes and educational events to support parents in areas identified through parent and staff surveys. Classes will be organized and/or facilitated through the help of D'Veal Family Services, Young and Healthy, PUSD Community Services, Parent Education Network (PEN), PTA, ELAC, CWAS and AAPC.

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)
51,617	LCFF Supplemental and Concentration (S/C)
27,439	LCFF Supplemental and Concentration (S/C)
34,411	LCFF Supplemental and Concentration (S/C)
47,384	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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 have seen a significant decline if out of class referrals to the Turnaround Room in 2019-2020. This 2021-2022 school year has seen a significant uptick in out of class referrals and suspensions. Although our suspension rate is high, this is really and indication of two foster youths who are part of our unduplicated count and who have severe and egregious unsafe behaviors. These two students Tier 3 students make up the majority of our suspension.

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 need to hire additional noon aides to help with our school-wide PBIS plan. a) We have doubled our enrollment next year from 287 students to 460 and b) we are an ATSI school in the red for suspension rate. Having these additional resources will help us to meet our goals and continue our school-wide continuous improvement plan.

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.

If I find that I need even more coverage on the playground because negative peer interactions begin to increase, I will consider bringing even more noon aides on board.

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

School Climate and Student Engagement: Teachers and students are supported in meeting our MSAP grant goal. Our school offers a rich and deep arts conservatory experience for students.

Goal 5

100% of AAM students will receive up to 16 hours per week of magnet themed instruction through both discrete and integrated classroom instruction.

AAM teachers will have developed magnet theme arts integrated units of study in four academic subject areas: ELA, Math, Science and Social Studies that includes student work samples in high, medium and low ranges.

AAM teachers will receive up to 50 hours of professional development in three areas: Systemic Reform, Arts Integration and PBIS.

All AAM classrooms and adjoining spaces will have an Art Cart, Art/SEL Table, some or all flexible seating, student meeting area (rug), Easel for Writers Workshop, Chromebook cart, student artwork and arts integrated work displayed.

Identified Need

We need to increase maintain our dosage at 16 hours per week of discrete and arts integrated instruction delivered to students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts Integrated Units	75%	100%

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)

Teachers will continue to be supported in writing their arts integrated units of study in all four key academic areas.

Strategy/Activity

1. Arts teacher will assist teachers across all grade levels in implementing arts integrated lessons in their classrooms.
2. A 6 hour/day project aide 2 will assist the Arts Teacher in managing and supporting an arts studio for teachers' use.

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)
27,439	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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 are making progress in this area but we need to continue to support this approach as we the Magnet Grant has now sunset, and only a small allocation remains for this 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.

This year we met 16 hours per week of discrete and integrated arts instruction. As our school continues to grow, we will need more arts partners and specialists to meet the dosage requirements. We have also established a grant sustainability plan with our Annual Fund sub committee to ensure we can continue to offer rich arts programming once the grant has ended.

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.

Teachers may need further support in completing their Art integrated units in year five and actually teaching them.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0	

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

School Safety, Climate and Culture/Chronic Absenteeism: By the end of the 2020-21 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by -3.0%, from 22.6% to 19.6%.

Goal 7

Chronic Absenteeism for All Students will decrease the baseline of 46.1 from 2022 by a total of -10 or more to 36.1 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for African American students will decrease the baseline of 59.5 from 2022 by a total of -10 or more to end at 49.5 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 46.2 from 2022 by a total of -10 or more to end at 36.2 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Hispanic students will decrease the baseline of 55.7 from 2019 by a total of -10 or more to end at 45.7 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged students will decrease the baseline of 57 from 2022 by a total of -10 or more to end at 47 or lower by the end of the 2023-2024 school year.

Chronic Absenteeism for English Learners will decrease the baseline of 46.2 from 2022 by a total of -10 or more to end at 36.2 or lower by the end of the 2023-2024 school year.

Identified Need

Support from school, community organizations and CWAS to reach 22.6% African American students who are chronically absent. We need to work closely with our families with extenuating circumstances.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for all students	46.1	36.1
CA Dashboard for African American Students	59.5	49.5
CA Dashboard for ELLs	46.2	36.2
CA Dashboard for Socioeconomically Disadvantaged Students	57	47
CA Dashboard for Students with Disabilities	46.2	36.2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for Hispanic Students	55.7	45.7
Attendance Plan and Reports	18.4	16.

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

Strategy/Activity 1

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

All students will be served by this strategy.

Strategy/Activity

Continue our work with social contracts, Case Management meetings, and parent intervention so students come to school on time daily.
Work with CWAS office on attendance improvement initiatives.
Hold SART conferences monthly and then recommend to SARB when improvements are not made.
Conference individually with families when an attendance issue becomes evident.
Continue to make school a fun, engaging place for students to be so they do not want to be absent.
Hire a Behavior Interventionist to further assist with supporting students.

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

Amount(s)	Source(s)
47384.00	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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 made some progress in decreasing chronic absenteeism particularly with our ELLs. We need to continue our work in this area.

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 strengthening our school AAPC and program offerings. We also work to further our partnerships with church and community leaders to develop programs at our school.

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.

As we monitor our attendance rate, we will begin working with Collaborate Pasadena and principal to make home visits to those chronically absent.

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

Parent Engagement: . 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 8

We will continue to increase our attendance at monthly parent meetings such as, ELAC, AAPC, PTA and continue to find ways to engage our families through GATE and FDLIP educational evenings

Identified Need

We need a staff member who connects with parents. Our project aide/behavior is Spanish speaking and reaches out to parents to engage them in our school beyond just speaking about student behavior concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Numbers and percentages of families who attend school meetings and events.	40%	70%

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)

Our Hispanic and African American families tend to be less present and engaged in our school.

Strategy/Activity

We are currently recruiting parent leadership for our AAPC. Due to the pandemic our chairs had to step down and we have been struggling to keep our AA parents engaged. We will continue to run an active PTA membership drive with a strong parent board. We will continue to reach out by phone to our Hispanic parents to get them involved in our ELAC meetings and school events. $1000.00 Smart and Final, 271 for Translation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,280	Title I Part A: Parent Involvement
	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

These strategies have brought us greater numbers of parents who interact with our school. Our strategies have been effective as we've added more activities to our traditions such as "Altadena's Got Talent" and a large scale musical theatre experience. We can still do more. We have found when the kids perform, the parents will come.

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

There are no major differences between the intended implementation and expenditures. Having the project aide/behavior has yielded great results for our school.

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.

As of December 2021, if we see our parent engagement efforts are not yielding results, we will use the ELT as a study team to do a Root Cause Analysis to find ways to bring them in.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$67474
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$67474
Other State/Local Funds provided to the school	$176597.96

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	$66194
Title I Part A: Parent Involvement	$1280

Subtotal of additional federal funds included for this school: $67,474

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)	$176597.96

Subtotal of state or local funds included for this school: $176,597.96

Total of federal, state, and/or local funds available for this school: $244,071.96

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	176598	0.00
Title I Part A: Allocation	66194	0.00
Title I Part A: Parent Involvement	1280	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	176,598.00
Title I	47,384.00
Title I Part A: Allocation	66,194.00
Title I Part A: Parent Involvement	1,280.00

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

5 Classroom Teachers

3 Other School Staff

8 Parent or Community Members

Name of Members	Role
Benita Scheckel	Principal
Carolyn Artiaga	Parent or Community Member
Jess Mc Vay	Parent or Community Member
Aimee Daniels	Parent or Community Member
Jennifer Nishizaki	Parent or Community Member
Sophie Durand	Classroom Teacher
Dana Hill	Other School Staff
Regina Major	Other School Staff
Panagiota Regopoulos	Classroom Teacher
Ashley Webb	Classroom Teacher
Jessica Comfort	Parent or Community Member
Nicole Hanson	Parent or Community Member
Zachary Steele	Parent or Community Member
Claudine Voznick	Parent or Community Member
Stephanie Lopez	Classroom Teacher
Maria Luna Sarabia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 .

Attested:

Principal, Benita Scheckel on

SSC Chairperson, Panagiota Regopoulos 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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

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 3 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 2023-24 is as below:

School: Altadena Elementary School

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,795,513.00	9,623	$186.59	305	$56,908.60