

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
Eliot Arts Magnet	19-64881-6058465	05/18/2023	06/29/2023

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, Socioeconomically Disadvantaged, 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 Eliot 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 semi-regularly. The meeting agendas always include reports from all school site parent groups, including PTA, ELAC, AAPC, budget updates from the Principal.

3. **Eliot Faculty:**The faculty meets on each A Monday. There is always an agenda that centers around academic achievement, rigorous arts instruction, SEL and a time for the staff to share and ask questions. This year we have also focused a lot of staff meeting time on Anti-Racism training with Powerful Choices.
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/Eliot Administration:** Principal and Assistant Principals work within the community. The ILT meets bi-weekly and the ELT meets monthly. The ILT consists of the Principal, APs, Instructional Coaches and Rtl Coach. The ELT meetings are held every B Monday per month at 1:30 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 pandemic provided a unique challenge to the school community because our students had not been to school in person for so long. 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.

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'elevent versla grandeur!"

School Profile

Eliot Arts Magnet is a premier Arts and French school with a rigorous integrated curriculum melded with 21st century learning outcomes of Creativity/Innovation, Collaboration, Communication, Critical Thinking and Cultural Competency Skills. For the 2017-2018, and 2018-2019 school year Eliot Arts was recognized by the Pasadena Weekly as Best Arts School and Best Music School consecutively.

The surrounding Altadena community is extremely supportive of the success of Eliot and our MSAP Award. The community possesses a host of artists, musicians, and environmentalists. Although the MSAP grant subsetted for the 2017-2018 school year collaboration with community organizations remain and supported on the campus.

We are committed to developing and implementing a quality parent and community engagement plan that will sustain a rigorous, academic environment and a high school ready, college going culture. Stakeholders are engaged and active in

promoting our Response to Intervention Program, with our campus-wide currency, Husky Bucks, as well as our various Art's Showcases (Harmony and Metamorphous).

Eliot has 430 students enrolled for the 2022-2023 school year. The ethnic groups which currently make up the school's population include 19% African-American students, 65% Hispanic, 8% white, 2% Asian, 3% Filipino/Filipino American, and 1% Multiethnic (nonHispanic). Per dashboard data, Eliot Arts serves a wide variety of students: 4.1% are in foster care, 4.1% are homeless, 19.5% are designated Students with Disability, 14% English learners, and 74.7% of students are socioeconomically disadvantaged, 100% are eligible for free or reduced lunches. Eliot Arts has 1 Principal, 1 Assistant Principal, and 25 teachers, 100% are fully credentialed.

Eliot Arts implements a 6 period school day with 58 minutes periods coupled with a daily 0 period. In the 2019-2020 school year we have expanded upon our ASB activities.

The number of instructional minutes per day provided to our students Tuesday through Friday is 365, with a minimum day schedule every Monday for professional development with 265 minutes.

Eliot Arts had tremendous growth on the statewide CAASPP assessments, particularly in ELA, for the 2018-2019 school year and believe that the future years scores will have improved growth. Eliot subgroups are; African American, Hispanic, English Language Learners, Special Education, and Socio-economically Disadvantaged.

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	%	%	0.24%			1
African American	18.6%	17.73%	21.51%	96	86	91
Asian	1.2%	1.03%	2.13%	6	5	9
Filipino	0.8%	1.03%	1.42%	4	5	6
Hispanic/Latino	64.6%	63.71%	56.74%	334	309	240
Pacific Islander	0.2%	0.41%	0%	1	2	0
White	11.4%	12.78%	13.71%	59	62	58
Multiple/No Response	2.9%	2.47%	3.31%	15	12	14
	Total Enrollment			517	485	423

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	163	181	114
Grade 7	160	153	169
Grade 8	191	151	140
Grade 9	3		
Total Enrollment	517	485	423

Conclusions based on this data:

1. After several years of increased growth, the most recent year saw a decline in overall enrollment. Causation is explained through the data.
2. Overall grade level groups show a decline year over year. ie the 6th grade group was at 207 enrollment in '17-'18; this same group as 7th grade was at 191 enrollment in '18 - '19, and as 8th grade had declined to 178 enrollment in '19 - '20. This trend is evidenced for all grade level groups. Consideration should be given as the reasons behind the attrition across grade levels.

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	75	88	46	14.50%	18.1%	10.9%
Fluent English Proficient (FEP)	132	100	108	25.50%	20.6%	25.5%
Reclassified Fluent English Proficient (RFEP)	6			8.0%		

Conclusions based on this data:

1. Eliot English Learners have declined in enrollment over three consecutive years. This is in line with the overall school enrollment showing minor decreases. This data is not reflective of the 2020-2021 school year.
2. Continued concentrated efforts on ensuring all students designated Special Education and EL were given their appropriate accommodations to test, including 1 to 1 testing supports continue to be in place. In 2021, 100% of EL students were given the ELPAC assessment despite challenges that arose from Distance Learning.

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 6	162	165		0	161		0	161		0.0	97.6	
Grade 7	157	138		0	137		0	137		0.0	99.3	
Grade 8	189	139		0	136		0	136		0.0	97.8	
All Grades	508	442		0	434		0	434		0.0	98.2	

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 6		2466.			5.59			21.74			27.33			45.34	
Grade 7		2493.			8.76			18.98			24.09			48.18	
Grade 8		2491.			5.15			21.32			26.47			47.06	
All Grades	N/A	N/A	N/A		6.45			20.74			26.04			46.77	

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 6		9.32			49.69			40.99				
Grade 7		12.41			59.85			27.74				
Grade 8		11.76			41.18			47.06				
All Grades		11.06			50.23			38.71				

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 6		4.97			41.61			53.42	
Grade 7		10.22			48.18			41.61	
Grade 8		6.67			48.89			44.44	
All Grades		7.16			45.96			46.88	

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 6		10.56			66.46			22.98	
Grade 7		8.76			70.07			21.17	
Grade 8		6.62			70.59			22.79	
All Grades		8.76			68.89			22.35	

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 6		7.45			62.73			29.81	
Grade 7		8.76			59.85			31.39	
Grade 8		8.09			65.44			26.47	
All Grades		8.06			62.67			29.26	

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.
2. Alternate assessment data will be used to track student and school progress, including interim local assessment benchmark data.
3. Previous Single Plan conclusions on this data are unchanged.

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 6	162	165		0	161		0	161		0.0	97.6	
Grade 7	157	138		0	136		0	136		0.0	98.6	
Grade 8	189	139		0	134		0	134		0.0	96.4	
All Grades	508	442		0	431		0	431		0.0	97.5	

* 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 6		2423.			2.48			9.32			21.74			66.46	
Grade 7		2451.			3.68			12.50			20.59			63.24	
Grade 8		2429.			3.73			5.22			17.16			73.88	
All Grades	N/A	N/A	N/A		3.25			9.05			19.95			67.75	

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 6		1.86			26.71			71.43	
Grade 7		4.41			41.18			54.41	
Grade 8		2.99			31.34			65.67	
All Grades		3.02			32.71			64.27	

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 6		2.48			44.72			52.80	
Grade 7		7.35			39.71			52.94	
Grade 8		3.73			42.54			53.73	
All Grades		4.41			42.46			53.13	

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 6		3.73			51.55			44.72	
Grade 7		3.68			60.29			36.03	
Grade 8		2.24			46.27			51.49	
All Grades		3.25			52.67			44.08	

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.
2. Alternate assessment data will be used to track student and school progress, including interim iReady Math data.
3. Previous Single Plan conclusions on this data are unchanged.

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
6	1492.3	1527.3		1489.3	1541.8		1494.9	1512.2		31	33	
7	1460.0	1544.0		1461.0	1561.5		1458.6	1526.2		20	24	
8	1496.8	1551.1		1503.9	1553.2		1489.2	1548.6		17	15	
All Grades										68	72	

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
6	16.13	18.18		19.35	42.42		51.61	24.24		12.90	15.15		31	33	
7	10.00	25.00		20.00	33.33		40.00	29.17		30.00	12.50		20	24	
8	0.00	20.00		29.41	40.00		47.06	40.00		23.53	0.00		17	15	
All Grades	10.29	20.83		22.06	38.89		47.06	29.17		20.59	11.11		68	72	

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
6	22.58	45.45		41.94	36.36		19.35	9.09		16.13	9.09		31	33	
7	25.00	45.83		10.00	29.17		40.00	25.00		25.00	0.00		20	24	
8	23.53	46.67		35.29	33.33		29.41	20.00		11.76	0.00		17	15	
All Grades	23.53	45.83		30.88	33.33		27.94	16.67		17.65	4.17		68	72	

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
6	3.23	0.00		12.90	18.18		48.39	54.55		35.48	27.27		31	33	
7	0.00	0.00		5.00	25.00		50.00	54.17		45.00	20.83		20	24	
8	0.00	13.33		0.00	13.33		64.71	60.00		35.29	13.33		17	15	
All Grades	1.47	2.78		7.35	19.44		52.94	55.56		38.24	22.22		68	72	

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
6	9.68	6.06		58.06	78.79		32.26	15.15		31	33	
7	5.00	4.17		40.00	58.33		55.00	37.50		20	24	
8	0.00	6.67		76.47	60.00		23.53	33.33		17	15	
All Grades	5.88	5.56		57.35	68.06		36.76	26.39		68	72	

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
6	45.16	84.85		41.94	6.06		12.90	9.09		31	33	
7	40.00	79.17		45.00	20.83		15.00	0.00		20	24	
8	47.06	66.67		41.18	33.33		11.76	0.00		17	15	
All Grades	44.12	79.17		42.65	16.67		13.24	4.17		68	72	

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
6	6.45	3.03		25.81	30.30		67.74	66.67		31	33	
7	0.00	0.00		20.00	54.17		80.00	45.83		20	24	
8	0.00	13.33		0.00	26.67		100.00	60.00		17	15	
All Grades	2.94	4.17		17.65	37.50		79.41	58.33		68	72	

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
6	6.45	9.09		87.10	69.70		6.45	21.21		31	33	
7	5.00	0.00		75.00	91.67		20.00	8.33		20	24	
8	0.00	0.00		82.35	100.00		17.65	0.00		17	15	
All Grades	4.41	4.17		82.35	83.33		13.24	12.50		68	72	

Conclusions based on this data:

1. ELPAC was not administered to all ELD students in the '19 - '20 school year due to the Covid-19 Pandemic School Closure. Results from parts administered do not reflect an accurate sample from the student population.
2. Data represented here are old data not reflective of most updated information.
3. Previous Single Plan conclusions on this data are unchanged.

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
485	80.8	18.1	4.1
Total Number of Students enrolled in Eliot 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	88	18.1
Foster Youth	20	4.1
Homeless	15	3.1
Socioeconomically Disadvantaged	392	80.8
Students with Disabilities	113	23.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	86	17.7
American Indian		
Asian	5	1.0
Filipino	5	1.0
Hispanic	309	63.7
Two or More Races	12	2.5
Pacific Islander	2	0.4
White	62	12.8

Conclusions based on this data:

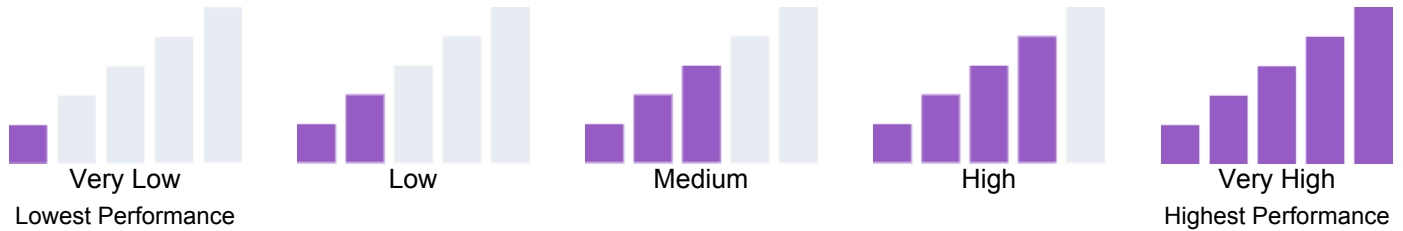
1. 75% of Eliot students are identified as Socioeconomically Disadvantaged. This creates a specific area that teachers should be mindful of within their classrooms. Ongoing professional development on the emotional impacts and behavioral ramifications of being in a home that is Socioeconomically Disadvantaged, and Trauma Responsive Classroom practices should continue, with in classroom support being given as well.
2. The second largest subgroup of students at Eliot is Students with Disabilities. With 20% of students identified in this subgroup, Inclusion practices and IEP/504 Compliance practices should also be included in professional development for all subjects.
3. The two largest ethnic groups at Eliot are Hispanic students, representing 65% of the school population, and African Americans, representing 20% of the school population. However, these two ethnic groups still lag behind White students in achievement scores. As a result, focusing on closing the achievement gap for our Hispanic and African American students should be an emphasis in the classroom.

School and Student Performance Data

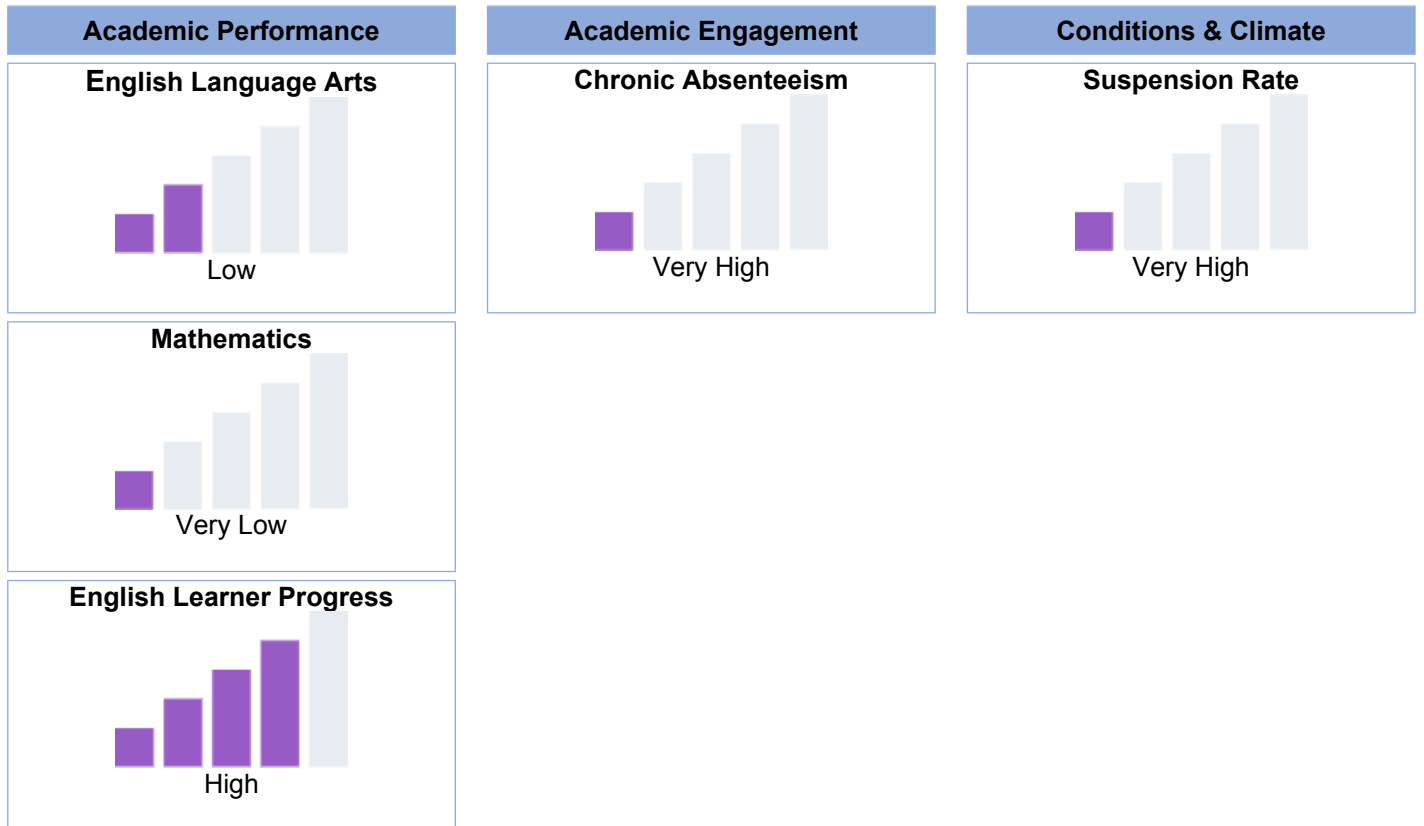
Overall Performance

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



Conclusions based on this data:

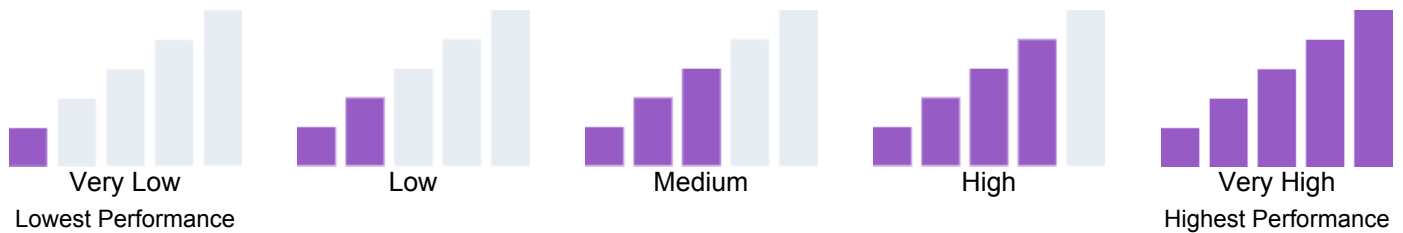
1. CAASPP data was not available for the '19 - '20 school year as the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.
2. Alternate assessment data will be used to track student and school progress, including local interim benchmark assessments.

School and Student Performance Data

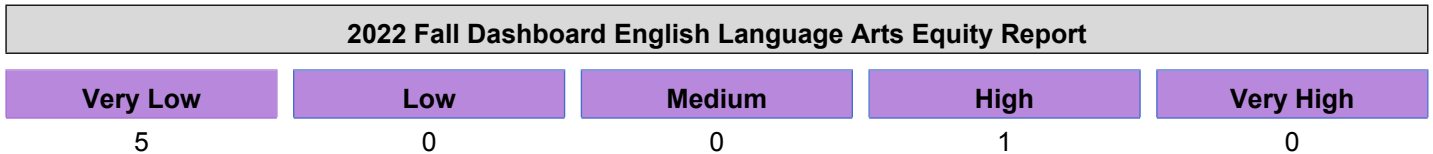
Academic Performance English Language Arts

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](#).

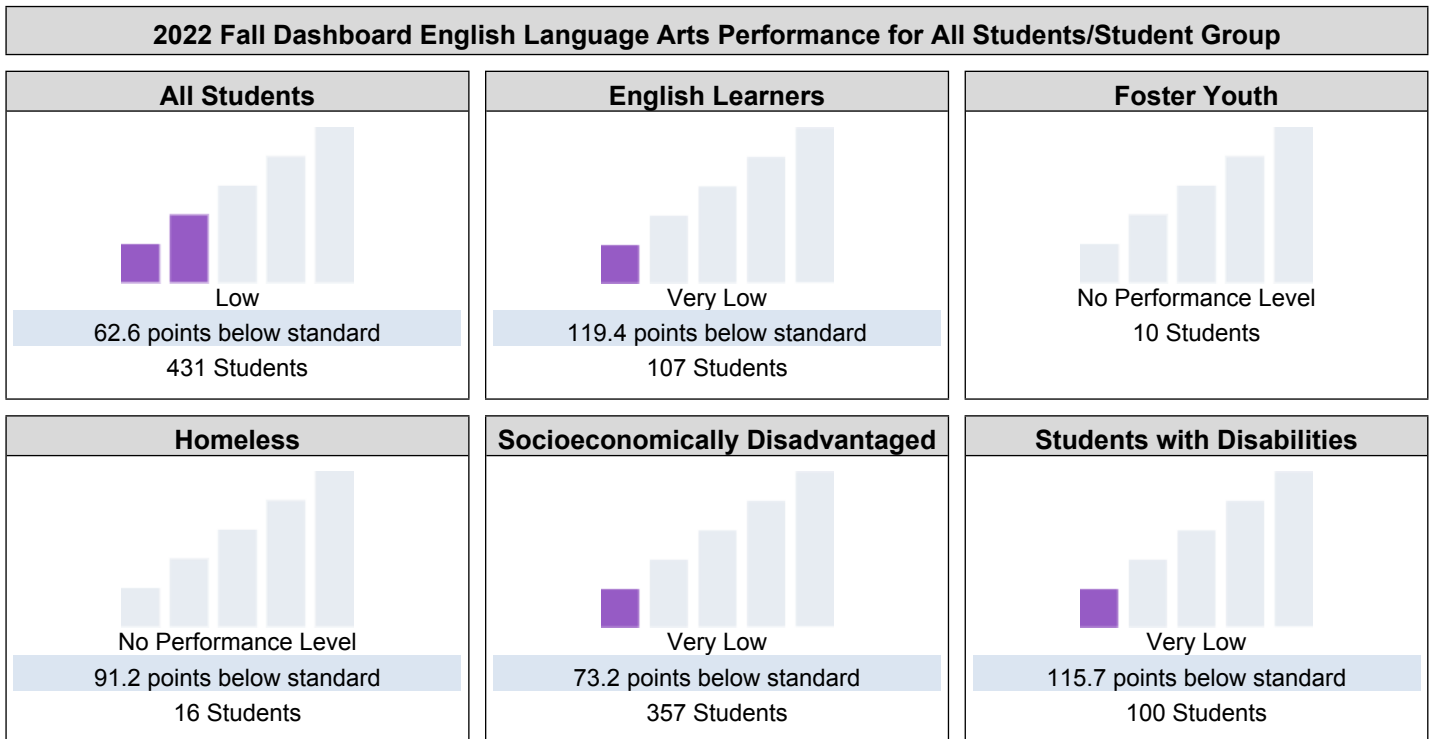
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



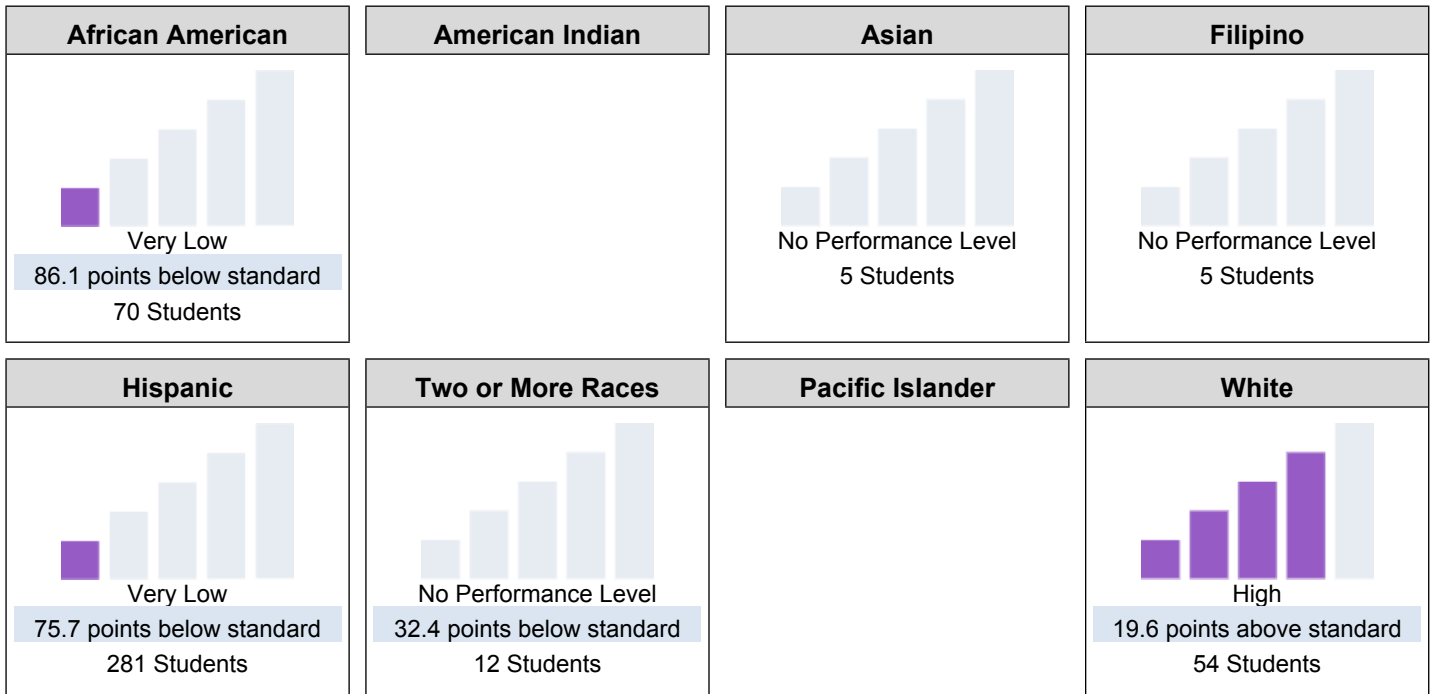
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
138.8 points below standard 72 Students	79.5 points below standard 35 Students	45.8 points below standard 255 Students

Conclusions based on this data:

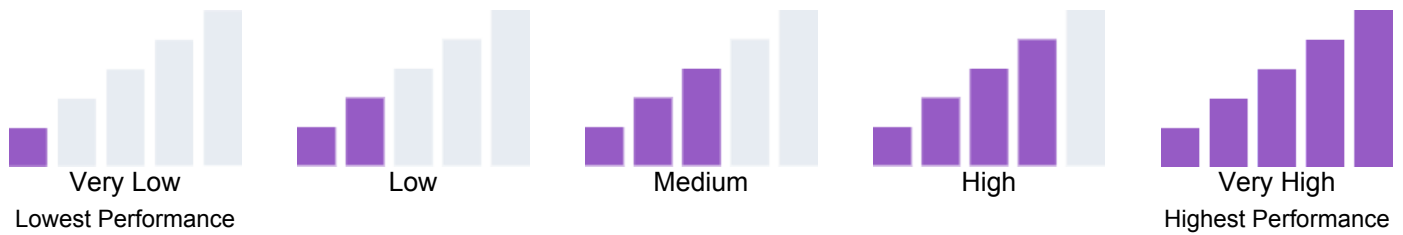
1. CAASPP data was not available for the '19 - '20 school year as the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.
2. Alternate assessment data will be used to track student and school progress, including local interim benchmark assessment data.
3. Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

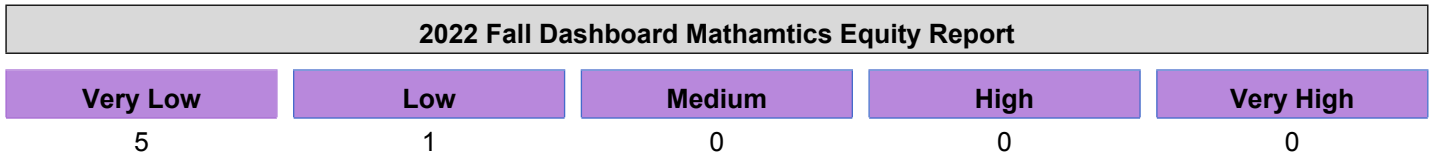
Academic Performance Mathematics

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](#).

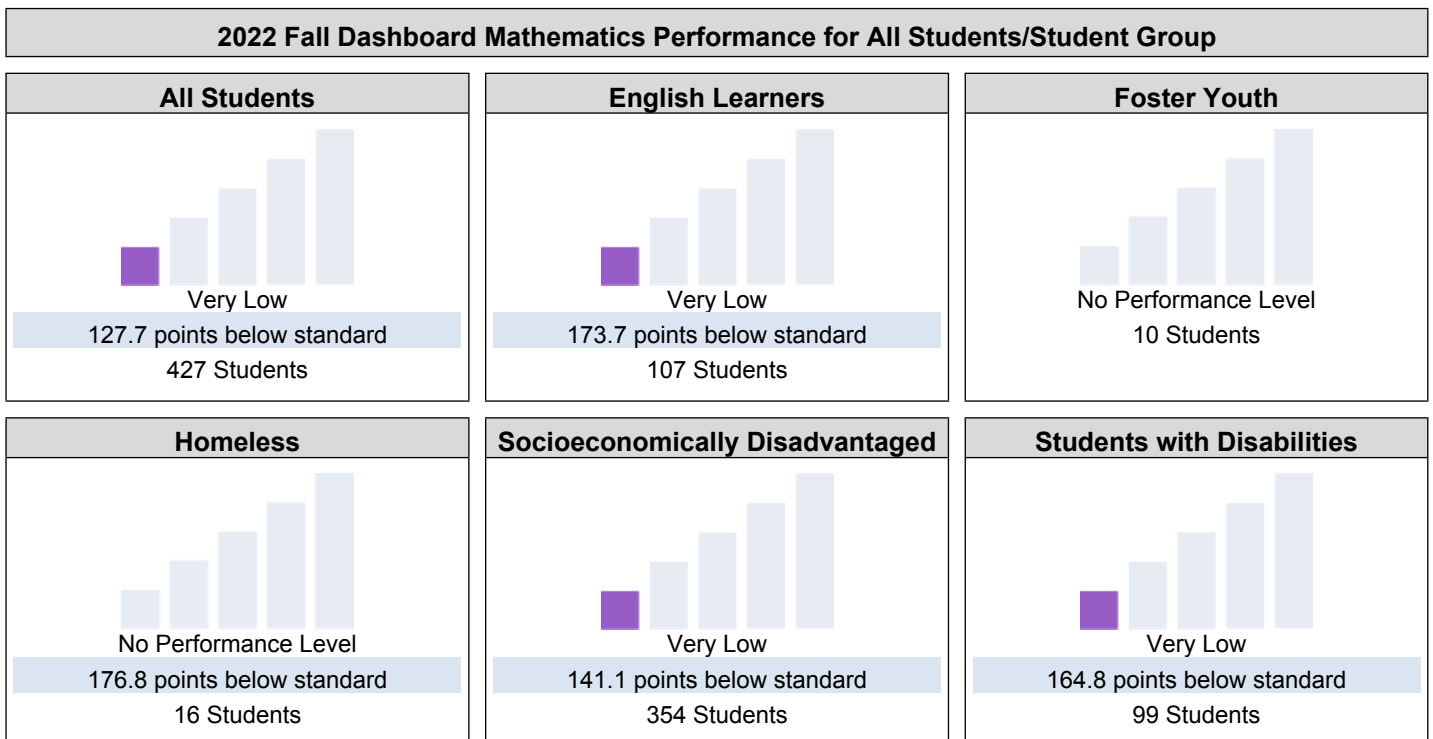
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



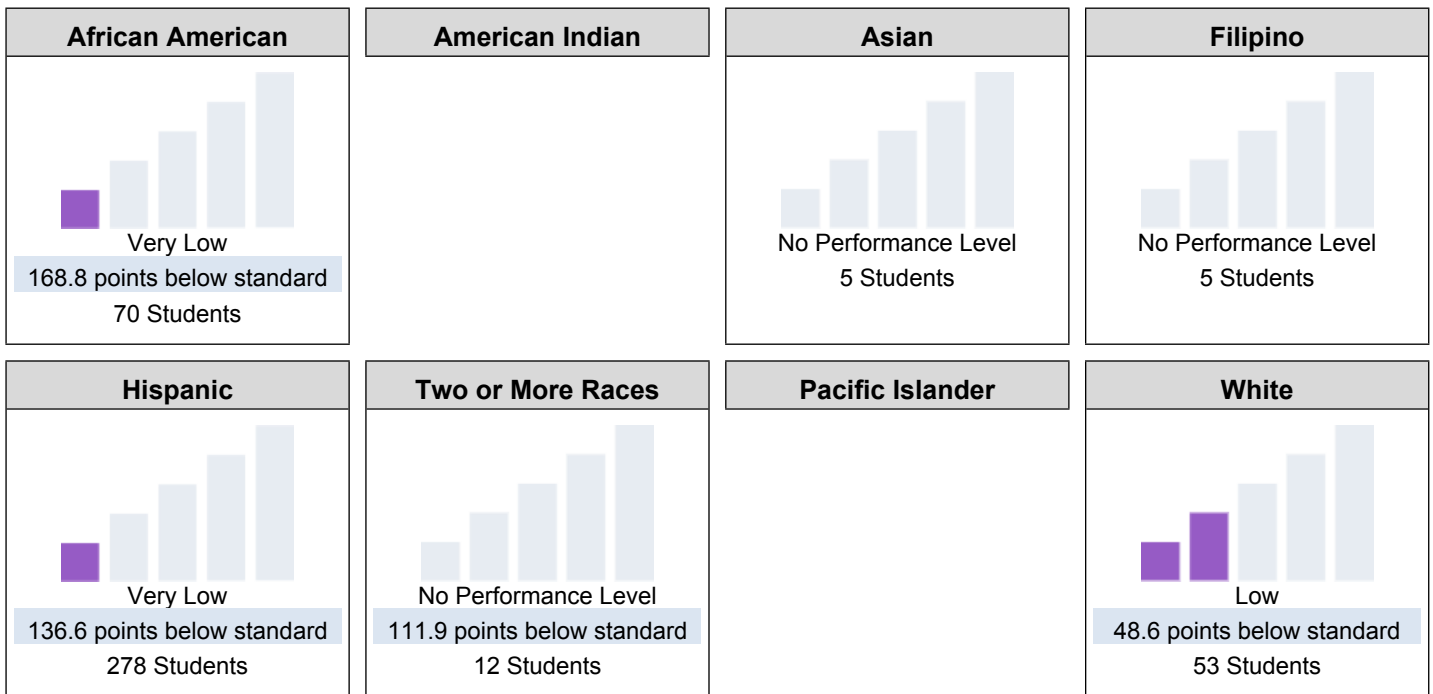
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p>191.7 points below standard 72 Students</p>	<p>136.7 points below standard 35 Students</p>	<p>114.9 points below standard 251 Students</p>

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.
2. Alternate assessment data will be used to track student and school progress, including local interim benchmark assessments.
3. Previous Single Plan conclusions on this data are unchanged.

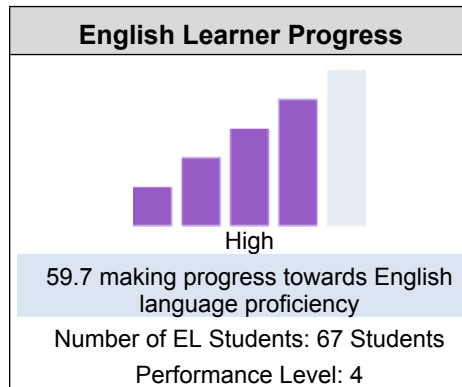
School and Student Performance Data

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



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
10.4%	29.9%	0.0%	59.7%

Conclusions based on this data:

1. ELPAC was not administered to all ELD students in the '19 - '20 school year due to the Covid-19 Pandemic School Closure. Results from parts administered do not reflect an accurate sample from the student population.
2. Previous Single Plan conclusions on this data are unchanged.

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:

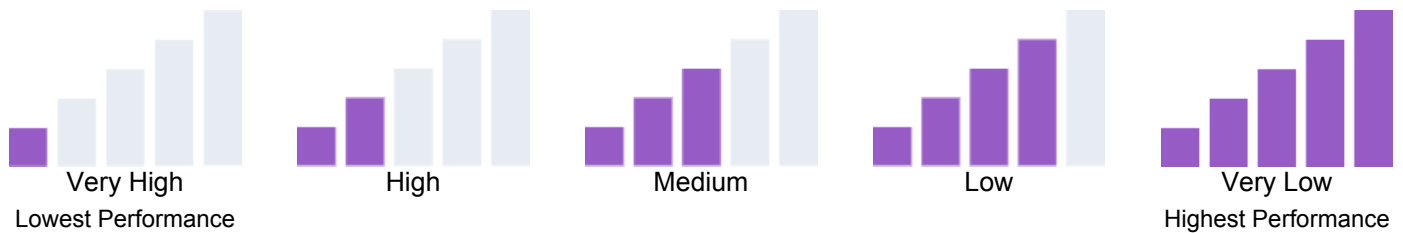
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School and Student Performance Data

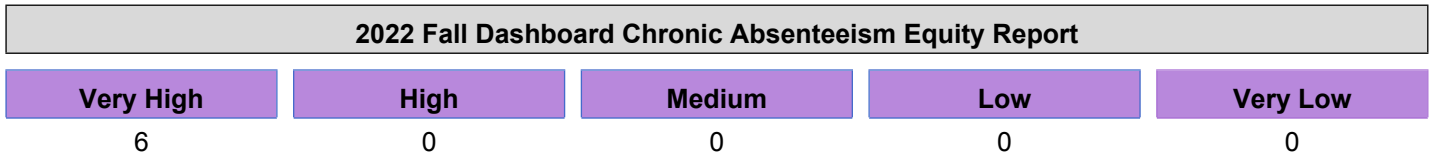
Academic Engagement Chronic Absenteeism

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](#).

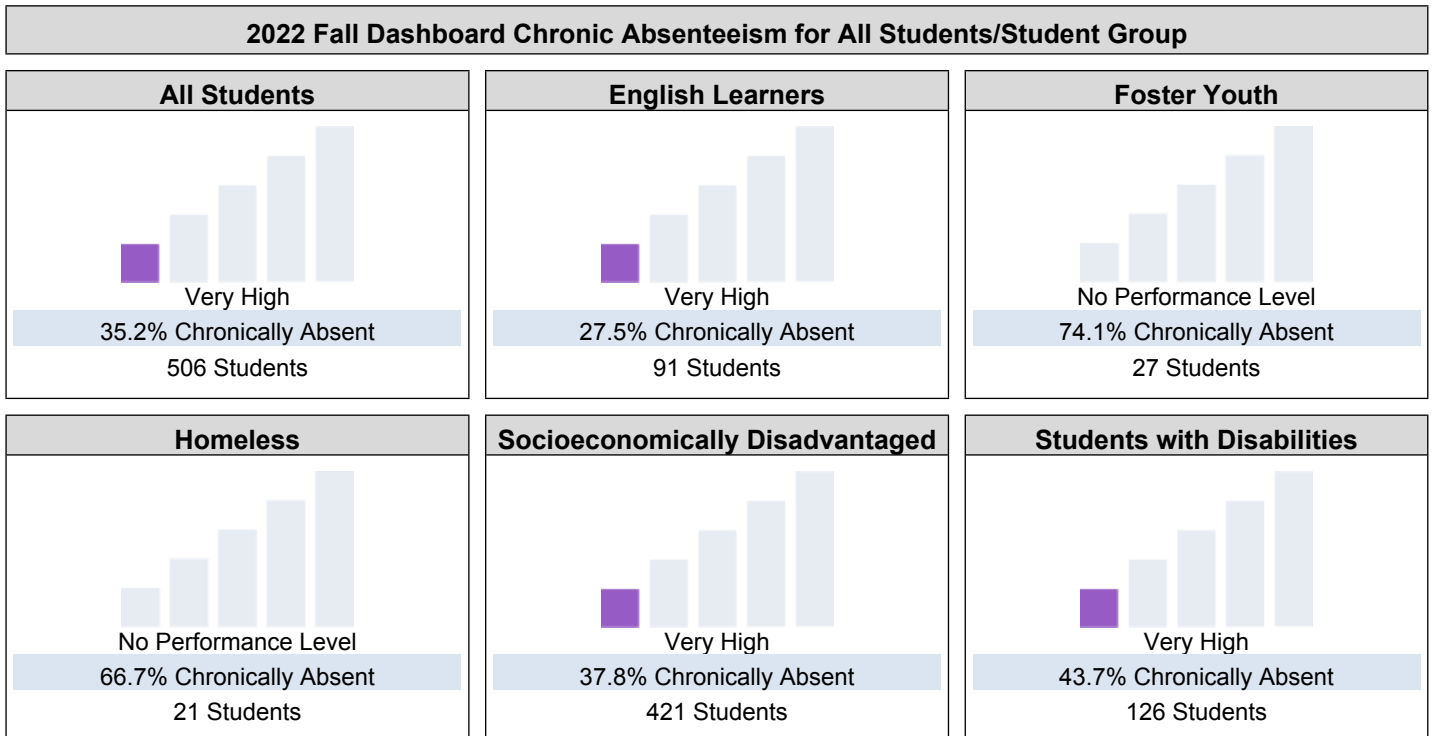
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



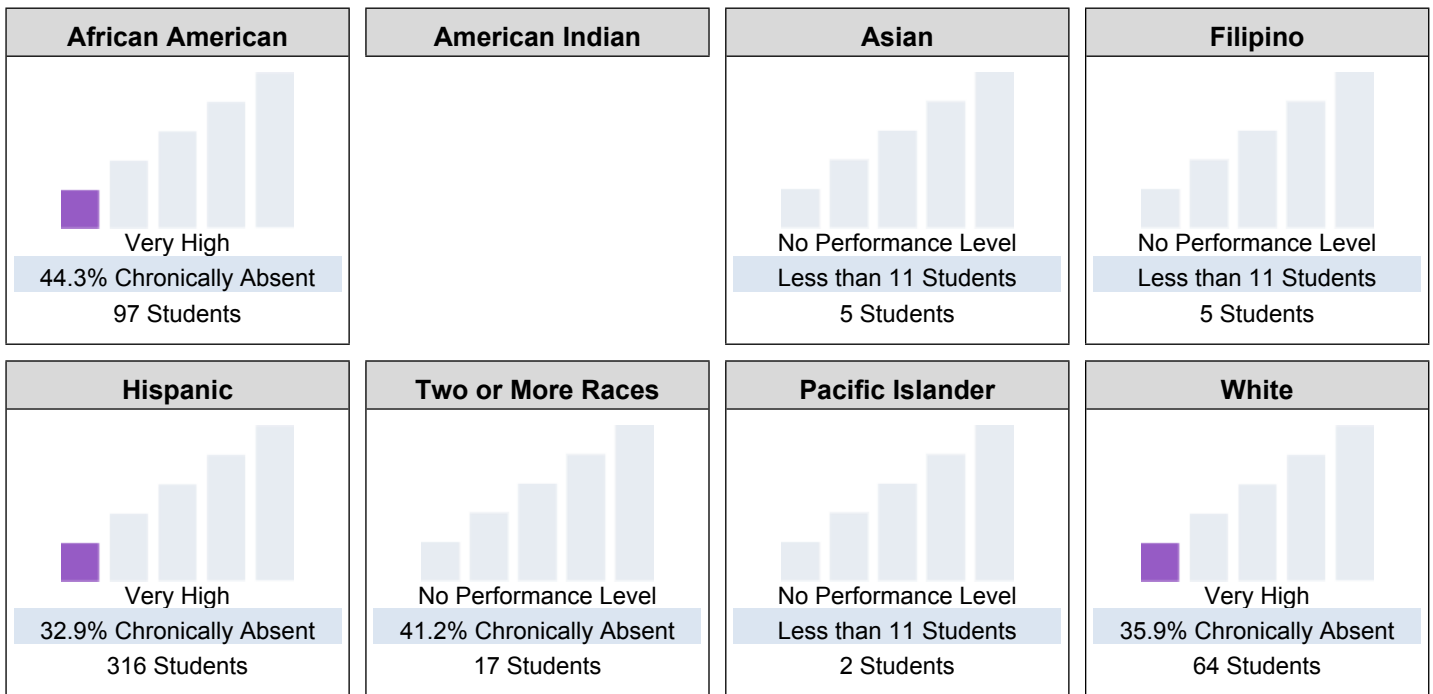
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

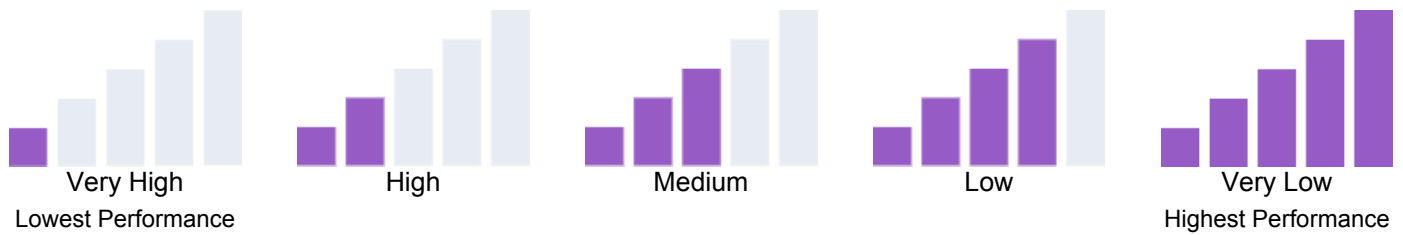
1. Dashboard Data is not reflective of the impacts of the Covid-19 Pandemic School Closure. Conclusions on this data are unchanged from the previous Single Plan.

School and Student Performance Data

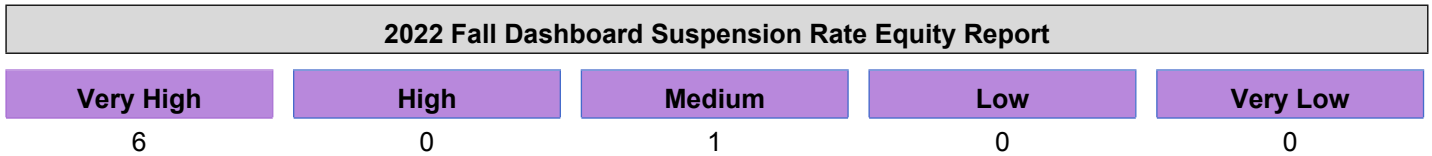
Conditions & Climate Suspension Rate

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](#).

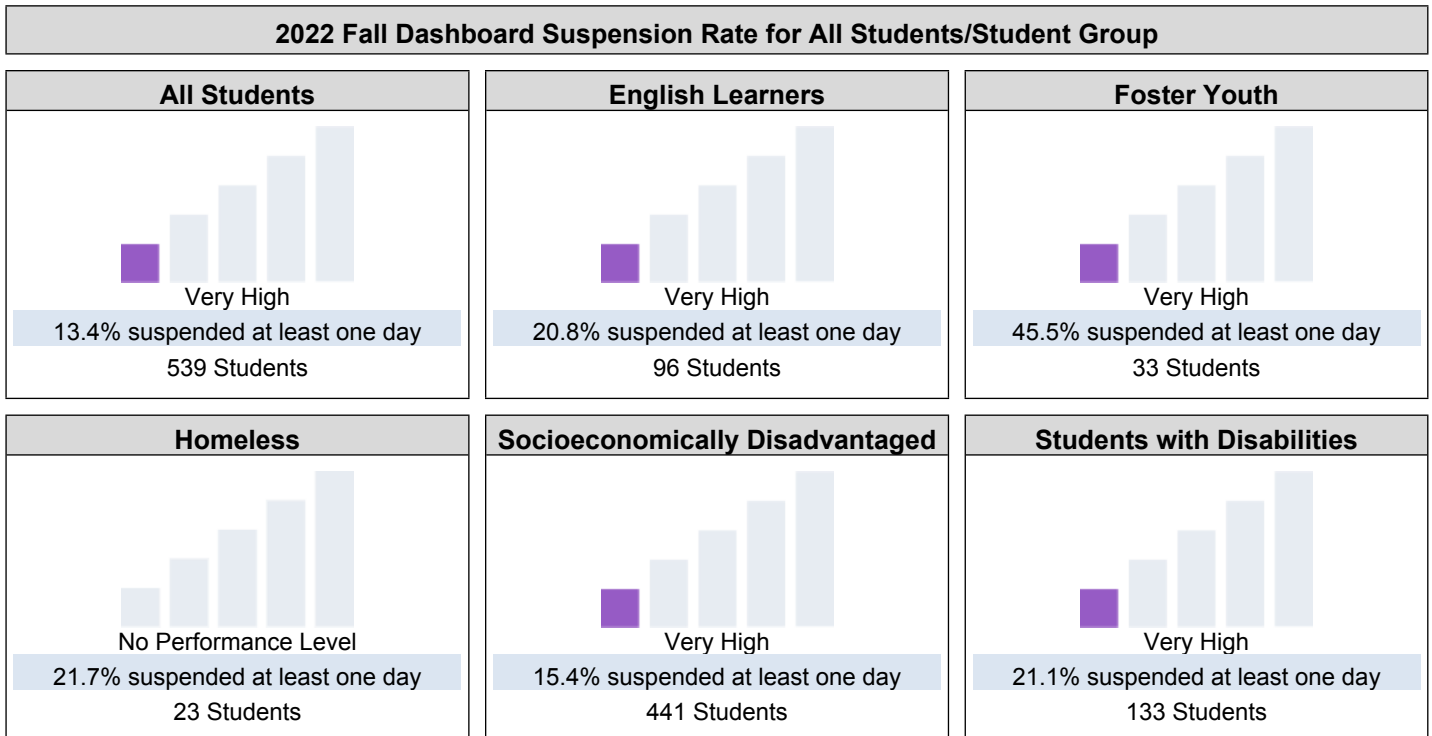
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



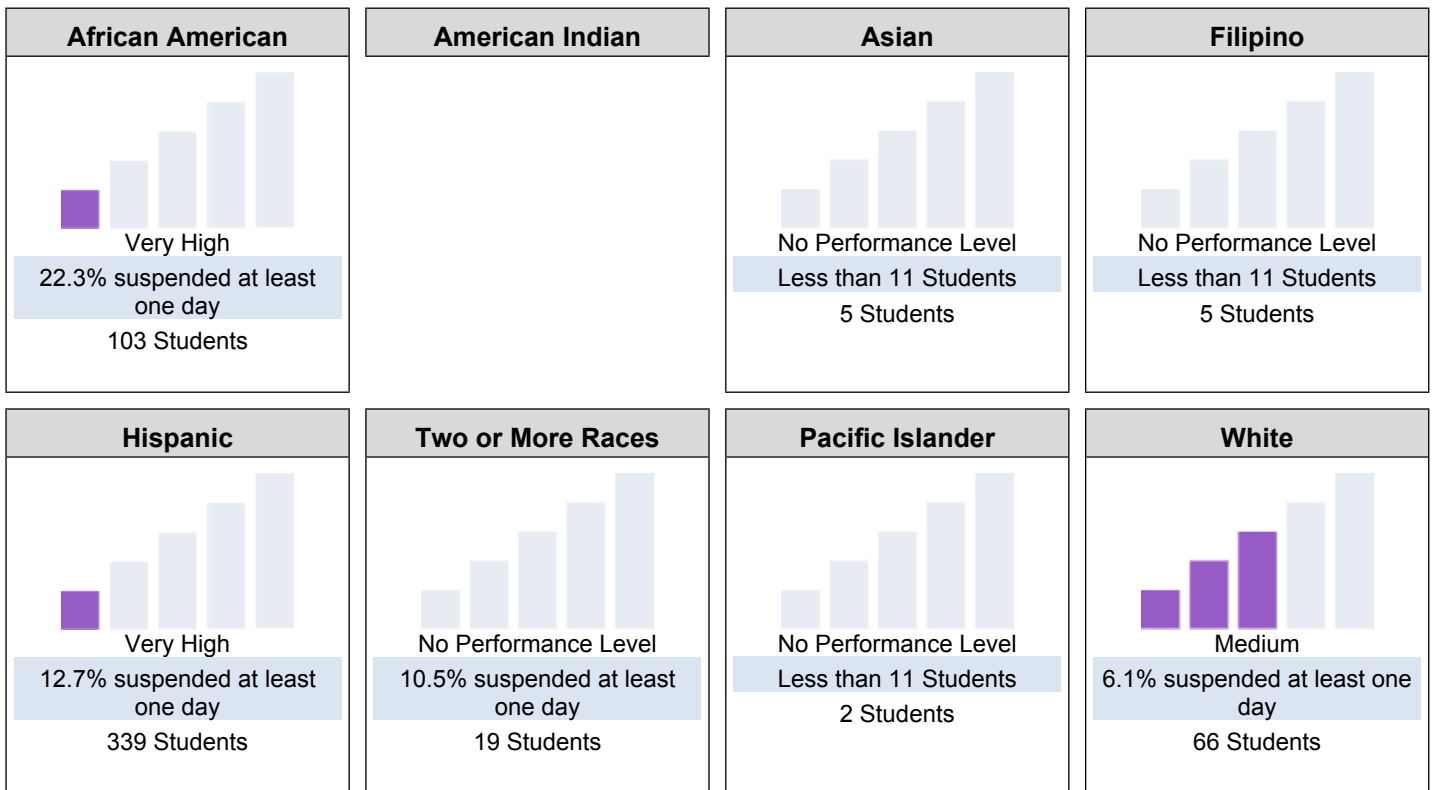
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Dashboard Data is not reflective of the impacts of the Covid-19 Pandemic School Closure. Conclusions on this data are unchanged from the previous Single Plan.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement in the 2023-2024 school year.

Goal 1

ALL Students:

The percentage of all students who score at or above grade level on the I-Ready Math Diagnostic 3 will increase from 15% to 20%.

The percentage of ALL students who meet their annual typical math growth on the I-Ready Diagnostic 3 will increase from 32% to 50%.

African American Students:

The percentage of African American students who score at or above grade level on the I-Ready Math Diagnostic 3 will increase from 7% to 12%.

The percentage of African American students who meet their annual typical math growth on the I-Ready Diagnostic 3 will increase from 25% to 40%.

English Language Learner Students:

The percentage of English Language Learner students who score at or above grade level on the I-Ready Math Diagnostic 3 will increase from 3% to 8%.

The percentage of English Language Learner students who meet their annual typical math growth on the I-Ready Diagnostic 3 will increase from 28% to 40%.

Hispanic/Latino Students:

The percentage of Hispanic/Latino students who score at or above grade level on the I-Ready Math Diagnostic 3 will increase from 8% to 13%.

The percentage of Hispanic/Latino students who meet their annual typical math growth on the I-Ready Diagnostic 3 will increase from 35% to 50%.

Students with Disabilities:

The percentage of Special Education students who score at or above grade level on the I-Ready Math Diagnostic 3 will increase from 2% to 7%.

The percentage of special education students who meet their annual typical math growth on the I-Ready Diagnostic 3 will increase from 36% to 50%.

Identified Need

15% of our students scored at or above grade level on the iReady diagnostic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	15%	20%

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 complete data chats with students 3-4 times per year, coaches will complete data chats with teachers at the same frequency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent use of I-Ready materials in all classrooms

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will complete 45 minutes of individualized computer instruction per week.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher will implement the workshop model in the classroom (with the support of the coach) to allow for lesson differentiation for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will participate in The New Teacher Project professional development along side their instructional coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

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 participate in at least one coaching cycle with their instructional coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

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 participate in at least one collegial walkthrough per semester and debrief with instructional coach afterwards.

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.

Eliot Arts Magnet was unable to assess the goals stated as prior goals were dependent upon the CAASPP data. As the Covid19 Pandemic prevented the administration of CAASPP, effectiveness could not be determined.

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

Covid-19 Pandemic closure and distance learning prevented the planned tutoring as well as implementing small group data chats and interventions.

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.

Original training plans have been implemented with the intention of continuing prior planned work.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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

ALL Students:

The percentage of all students who score at above grade level on the I-Ready Reading Diagnostic will increase from 25% to 35%.

African American Students:

The percentage of African American students who score at above grade level on the I-Ready Reading Diagnostic will increase from 20% to 30%.

English Language Learner Students:

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%.

Hispanic/Latino Students:

The percentage of Hispanic/Latino students who score at above grade level on the I-Ready Reading Diagnostic will increase from 20% to 30%.

Students with Disabilities:

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 students with disabilities who meet or exceed their typical stretch growth on the I-Ready Reading Diagnostic will increase from 51% to 65% by diagnostic 3.

Identified Need

1. School wide average score on the second administration of the iReady Math assessment was 470; 70 points below the middle school median on-grade level score.
2. 0% of students scored on grade level on the second administration of the iReady Math assessment; 83.3% scored below grade level.
3. Math continues to be an area of concern at Eliot, with grades far below grade level.
4. Many students express a disconnect from math as relevant to their lives. Increased practical applications of math topics should be presented to students; teachers will need additional support/training in relevant math activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Interim Assessments	<ol style="list-style-type: none"> 1. The average score on the iReady Math 2nd benchmark assessment was 443 points. 2. The average score was 97 points below the middle school median on-grade level score. 3. 16.7% of students scored on grade level. 	<p>Students' average score on the second administration of the interim math benchmark assessment will be 503 points or higher.</p> <p>The average score of the interim math benchmark assessment will be 53 or fewer points below grade level.</p> <p>30% of students or more will score on grade level average on the second administration of the interim math benchmark assessment.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will complete data chats with students 3-4 times per year, coaches will complete data chats with teachers at the same frequency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ELA teachers will collaborate with the librarian to choose and incorporate highly engaging core texts in English classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input field for Amount(s)]

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use of vocabulary, literacy and discourse strategies in all classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Eliot Arts Magnet was unable to assess the goals stated as prior goals were dependent upon the CAASPP data. As the Covid19 Pandemic prevented the administration of CAASPP, effectiveness could not be determined.

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

Covid-19 Pandemic closure and distance learning prevented the planned tutoring as well as implementing small group data chats and interventions.

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.

Original training plans have been implemented with the intention of continuing prior planned work.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will 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

ALL Students:
 The number of unexcused tardies for all students will decrease by 25% by April, 2024.
 The number of unexcused absences for all students will decrease by 25% by April, 2024.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Interim Assessments	<ol style="list-style-type: none"> 1. African American students scored an average score of 437 points on the second administration of the interim assessment. 2. African American students scored 7 points below the school wide average and 103 points below the median on-grade level average. 3. Hispanic students scored an average score of 436 on the second administration of the interim assessment. 4. Hispanic students scored 8 points below the school wide average and 104 points below the media on-grade level average. 	<ol style="list-style-type: none"> 1. African American students will score 829 or higher on the interim benchmark assessment. 2. African American students will reduce the on-grade level gap by 103 points or more, reducing the gap to 59 points or less. 3. Hispanic students will score an average of 480 or higher on the interim benchmark assessment. 4. Hispanic students will reduce the on-grade level gap by 104 points or more, reducing the gap to 60 points or less.
HMRI Interim Assessments	<ol style="list-style-type: none"> 1. African American students scored an average score of 	<ol style="list-style-type: none"> 1. African American students will score 824 or higher on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>754 points on the second administration of the interim assessment.</p> <p>2. African American students scored 34 points below the school wide average and 301 points below the median on-grade level average.</p> <p>3. Hispanic students scored an average score of 749 on the second administration of the interim assessment.</p> <p>4. Hispanic students scored 40 points below the school wide average and 306 points below the median on-grade level average.</p>	<p>interim benchmark assessment.</p> <p>2. African American students will reduce the on-grade level gap to 103 points or less.</p> <p>3. Hispanic students will score an average of 824 or higher on the interim benchmark assessment.</p> <p>4. Hispanic students will reduce the on-grade level gap to 231 points or less.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American Students

Strategy/Activity

African American community partners collaborating with the school to assist in success for African American students; local African American church group that rents space from the school has adopted the school as a partner and has expressed an interest in working with African American students to support their success. Students will receive social/emotional and instructional support from African American community members to help improve school connectedness for African American 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

African American and Hispanic Students

Strategy/Activity

Data Chats and Collegial Walk Throughs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

African American and Hispanic Students

Strategy/Activity

Teachers will participate in book study "Visible Learning for Teachers" by John Hattie

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

African American and Hispanic Students

Strategy/Activity

Professional Development for teachers during A Monday PD time to train math teachers in the use and implementation of Standards Mastery Exams to help teachers track the progress of students and identify areas to reteach. Follow up support by the Instructional Coach and Administration on implementation in class. Small group reteaching and targeted support will be used to help students progress toward grade level standard.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

African American and Hispanic Students

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers to analyze data for trends to alter instruction, and allocated time to allow teachers time to analyze the data and plan new instruction. Based on analyses, students will receive instructions through methods that are most effective for improving student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

African American and Hispanic Students

Strategy/Activity

Collaboration between Artists in Residence and ELA teachers to create writing projects that is more relevant to students and related to personal interests to increase engagement in the writing process. Through high interest and self selected topics of writing, students will experience greater depth of knowledge (DoK) in the writing process.

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.

Eliot Arts Magnet was unable to assess the goals stated as prior goals were dependent upon the CAASPP data. As the Covid19 Pandemic prevented the administration of CAASPP, effectiveness could not be determined.

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

Covid-19 Pandemic closure and distance learning prevented the planned tutoring as well as implementing small group data chats and interventions.

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.

Original training plans have been implemented with the intention of continuing prior planned work.

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

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 4

ALL Students:

The overall number of suspensions will decrease by 25%.

African American Students:

The percentage of AA suspensions will decrease by 25%.

English Language Learner Students:

The percentage of English Learners' suspensions will decrease by 25%.

Foster Youth Students:

The percentage of Foster Youth suspensions will decrease by 25%.

Hispanic/Latino Students:

The percentage of Hispanic suspensions will decrease by 25%.

Socio-Economically Disadvantaged Students:

The percentage of social economically disadvantaged suspensions will decrease by 20%

Students with Disabilities:

The percentage of Students with disabilities suspensions will decrease by 25%

Identified Need

1. Students identified as socioeconomically disadvantaged scored an average of 732 on the second administration of the HMRI, 57 points below the school wide average and 323 points below the median middle school proficiency score.
2. Students identified as socioeconomically disadvantaged scored an average of 437 on the second administration of the iReady math assessment, 6 points below the school wide average and 105 points below the median on-grade level average.
3. Students identified as socioeconomically disadvantaged experienced additional stressors during the Covid-19 Pandemic school closure compared with students from higher socioeconomic strata, with low SES students reporting high levels of wifi issues and related school absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI 2nd Interim Assessments	<ol style="list-style-type: none"> 1. Socioeconomically disadvantaged students scored an average of 732. 2. Socioeconomically disadvantaged students scored 57 points below the school wide average and 323 points below the median middle school proficiency score. 	<ol style="list-style-type: none"> 1. Socioeconomically disadvantaged students will score an average of 805 or higher. 2. Socioeconomically disadvantaged students will score 250 points or less below the median middle school proficiency score.
iReady 2nd interim assessments	<ol style="list-style-type: none"> 1. Socioeconomically disadvantaged students scored an average of 437. 2. Socioeconomically disadvantaged students scored 6 points below the school wide average and 105 points below the median on-grade level average. 	<ol style="list-style-type: none"> 1. Socioeconomically disadvantaged students will score an average of 481 or higher. 2. Socioeconomically disadvantaged students will score 59 points or less below on-grade level average.

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

Implement restorative justice practices schoolwide: Focus on repairing harm and restoring relationships between students and their peers or teachers. This can include mediation, conflict resolution, and peer support programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase student support: Providing counseling, mentoring, or academic support during the school day when students tend to be more engaged

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve school climate: Promote positive relationships among students and staff, implement activities that promote school pride and belonging,, and enforce clear expectations for behavior on a regular basis..

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use alternative discipline strategies: ATS, Saturday school, afterschool detention, in-school suspension, community service, and behavior contracts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development for teachers and staff on effective discipline strategies and techniques to help teachers and staff respond to challenging behavior in a positive and productive way.

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.

Eliot Arts Magnet was unable to assess the goals stated as prior goals were dependent upon the CAASPP data. As the Covid19 Pandemic prevented the administration of CAASPP, effectiveness could not be determined.

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

Covid-19 Pandemic closure and distance learning prevented the planned tutoring as well as implementing small group data chats and interventions.

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.

Original training plans have been implemented with the intention of continuing prior planned work.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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 5

English Language Learners:

The percentage of English language learners who progress at least one ELPI level or reclassify will increase from 60% to 70%.

Identified Need

1. Students identified as students with disabilities scored an average of 426 on the second administration of the iReady math assessment, 17 points below the school wide average and 114 points below the median on-grade level average.
3. Students with disabilities continue to significantly underperform their peers by significant margins; these students represent the greatest deficit in reading and math in both on-grade level deficit and deficit from school wide averages.
4. More RSP support in the general education classroom is needed. Most students who get RSP support acquire it in a specialized academic content class or assistance in a specialized academic instruction advisory. RSP could help to show gains by supporting students regularly inside a general education classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI Benchmark 2nd administration	<ol style="list-style-type: none"> 1. Students with disabilities scored an average of 511. 2. Students with disabilities scored an average of 544 points below the median middle school proficiency score. 	<ol style="list-style-type: none"> 1. Students with disabilities will score an average of 562 or greater. 2. Students with disabilities will score an average of 493 or less below the median middle school proficiency score.
iReady Benchmark math 2nd administration	<ol style="list-style-type: none"> 1. Students with disabilities scored an average of 426. 2. Students with disabilities scored an average of 114 points below the median on-grade level average. 	<ol style="list-style-type: none"> 1. Students with disabilities will score an average of 469 or greater. 2. Students with disabilities will score an average of 59 points or less below the median on-grade level average.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Teachers will complete data chats with students 3-4 times per year, coaches will complete data chats with teachers at the same frequency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Use of vocabulary, literacy and discourse strategies in all classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Eliot Arts Magnet was unable to assess the goals stated as prior goals were dependent upon the CAASPP data. As the Covid19 Pandemic prevented the administration of CAASPP, effectiveness could not be determined.

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

Covid-19 Pandemic closure and distance learning prevented the planned tutoring as well as implementing small group data chats and interventions.

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.

Original training plans have been implemented with the intention of continuing prior planned work.

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 # 6

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 6

Magnet

Identified Need

1. Students identified as English Language Learners scored an average of 391 on the second administration of the HMRI, 398 points below the school wide average and 664 points below the median middle school proficiency score.
2. Students identified as English Language Learners scored an average of 414 on the second administration of the iReady math assessment, 29 points below the school wide average and 126 points below the median on-grade level average.
3. Students identified as English Language Learners continue to need additional specific assistance through SDAIE strategies, as well as additional time spent in practicing the English Language speaking and writing conventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI interim benchmark assessment 2nd administration.	<ol style="list-style-type: none"> 1. Students identified as English Language Learners scored an average of 391. 2. Students identified as English Language Learners scored an average of 664 points below the median middle school proficiency score. 	<ol style="list-style-type: none"> 1. Students identified as English Language Learners will score an average of 430 or higher. 2. Students identified as English Language Learners will score an average of 625 or less below the median middle school proficiency score.
iReady math Interim Benchmark 2nd administration.	<ol style="list-style-type: none"> 1. Students identified as English Language Learners scored an average of 414. 	<ol style="list-style-type: none"> 1. Students identified as English Language Learners will score an average of 455 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2. Students identified as English Language learners scored an average of 126 points below the median on-grade level average.	2. Students identified as English Language Learners will score an average of 85 points or less below the median on-grade level average.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Part time ELD teacher, 0.6 FTE Salary and benefits. Teacher to teach 3 grade level ELD classes, twice yearly data chats with parents, creation and implementation of Individual Learning Plans for ELs that have reclassified but continue to underperform, administer ELPAC practice tests with students, and assist in end of year ELPAC assessment

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)

83333.00

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: 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.

Eliot Arts Magnet was unable to assess the goals stated as prior goals were dependent upon ELPAC data. As the Covid19 Pandemic prevented complete administration of ELPACE, effectiveness could not be determined.

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

Covid-19 Pandemic closure and distance learning prevented the planned tutoring as well as implementing small group data chats and interventions.

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.

Original training plans have been implemented with the intention of continuing prior planned work.

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 # 7

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

Goal 7

School wide culture and climate will show positive gains by having increased participation in school wide clubs, the arts conservatory, mentorship programs and reductions in overall chronic absenteeism as measured by quarterly school data. The overall % of suspensions will decrease by 25% and the attendance rate will be 97% or higher.

Identified Need

Family Engagement

ALL Students:

The % of Parent participation in school activities will increase by 15%, by April 2024

Parent volunteers during the school day will increase by 50%, by April 2024

We will increase parent engagement on Social media, by increasing followers by 20%

African American Students:

We will establish an AAPC and have them host 1 event/workshop, by April 2024

English Language Learner Students:

We will increase parent participation in ELPAC by 10%, by April 2024

Foster Youth Students:

The % of home and school positive notes will increase by 15%, by April 2024

Hispanic/Latino Students:

The % of Parent participation in school activities will increase by 15%, by April 2024

Socio-Economic Disadvantaged Students:

The % of Parent participation in school activities will increase by 15%, by April 2024

Students with Disabilities:

The % of Parent participation in school activities will increase by 15%, by April 2024

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Suspensions fell to less than 1% of the student body	Suspensions will be at 8% or lower.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	according to SIS data. Chronic absenteeism was greater than 5% of the population.	Attendance rate will be 97% or higher.

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

Pay for .2 ASB teacher for zero period so all students have access to participate in student government and still have room in their schedules to choose an arts elective. 22,020.00
 Pay for 1 extra security guard to keep our students safe and well supervised throughout the school day. 74,166.00

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)
22020.00	LCFF Supplemental and Concentration (S/C)
74166.00	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire 2 Project Aide 2, Behavior to supervise students in PE while teachers are assisting students in the locker room.

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)
27364	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Digital school-wide currency system for Husky Bucks/PBIS

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)

1270.00

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Pay for .4 of extra music staff to provide more arts opportunities to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

65620.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Include our social media handles on website and weekly parent communications, Post weekly on page

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.

The Covid-19 Closure prevented planned interventions for school wide climate and culture plans. Suspension data was at record lows due to student conflicts being at a minimum, however student referrals for mental health services increased.

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

Prior plans were unable to be implemented due to Covid-19 School Closure.

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.

New goals as well as new strategies have been implemented.

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 # 8

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

Student Engagement

ALL Students:

The % of student participation in after school activities will increase by 15%, by April 2024

Student participation in our monthly Hype Rallies will increase by 30%, By April 2024.

We will increase The Husky Store openings by 50%, by April 2024

Students will participate in SEL programs and lessons will increase by 50% by April 202

African American Students:

The % of student participation in student leadership (ASB, Peer Mediation, Hype Team) will increase by 15%, by April 2024

English Language Learner Students:

The % of student participation in after school activities will increase by 15%, by April 2024

Foster Youth Students:

The % of student participation in after school activities will increase by 10%, by April 2024

Hispanic/Latino Students:

The % of student participation in after school activities will increase by 15%, by April 2024

Socio-Economic Disadvantaged Students:

The % of student participation in student leadership will increase by 10%, by April 2024

Students with Disabilities:

The % of student participation in student leadership (ASB, Peer Mediation, Hype Team) will increase by 10%, by April 2024

The gameroom will increase games that are accessible to students with physical disabilities by 10%, by December 2023

Identified Need

1. Historical data has shown an increased percentage of parents participating in some school committees and enrolling in Parent Portal, but numbers have failed to meet prior SPSA Goal targets. Additional strategies to engage parents in enrolling must be implemented; this includes considering

ways to hold breakout committee events when there are student recreational evenings on campus. Funding to support these will be needed.

2. African American Parent Council and English Language Acquisition Council in particular continues to have very low attendance rates. Specific events to engage these families should be put in place.

3. Parent attendance at school wide celebration events has shown increasing participation year over year, however no formal system to track attendance has been developed. Tracking programs to measure attendance need to be created and implemented.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Information System data regarding active accounts	46% of parents are currently active on Parent Portal	Increased participation on Parent Portal to greater than 50% of families having active accounts.
Ticket returns for school wide celebration events.	No baseline data to draw from	
Attendance logs for Parent Participation groups	AAPC fewer than 5 monthly participants ELAC 10 monthly participants on average SSC 10 monthly participants on average PTSA 20 monthly participants on average	All parent groups will show increased participation. AAPC will have 8 or more monthly participants. ELAC will have 15 or more monthly participants. SSC will have 11 or more monthly participants. PTSA will have 25 or more monthly participants.

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

Survey students on preferred activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Smart and Final PO for use to buy items for parent involvement meetings such as PTSA and ELAC for 1,000.00 and 499.00 in materials and supplies for parent meetings.

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)

1499.00

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.

Strategies planned had not considered implementation of a new platform, Canvas. The school was unable to provide technology trainings as planned and other implement other strategies due to the barriers arising from the Covid-19 Pandemic Closure.

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

Prior plans were unable to be implemented due to Covid-19 School Closure.

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.

New goals as well as new strategies have been implemented.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 9

1. All students will have opportunity to engage in increased Arts opportunities. Arts experiences in the general classrooms and increased choice and opportunity in elective classes will produce greater student buy in and stronger staff/student relationships; these will manifest in increased participation in school arts activities during the school day and after school with more than 50% of the student body participating throughout the year.

Identified Need

1. Moving to an Arts Conservatory model in which students are guided through preparing for a pre assessment in one of four art areas: art, dance, theatre and music, by the end of 6th grade so they may choose a major focus for grades 7 and 8.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation in Showcases and Arts Performances	Less than 50% of the student body participated in Showcases and Arts Performances	More than 50% of the student body will participate in Showcases, Arts Performances, and arts integration lessons with Artists in Residence as measured by program list of student participants in each event, record of lessons collaborated on with artists in residence and record of student workdays in art maker spaces.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

No specific strategies were related to increased participation in the arts.

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.

This is a new goal.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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	\$67119
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	\$67119
Other State/Local Funds provided to the school	\$208153

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 Part A: Allocation	\$65620
Title I Part A: Parent Involvement	\$1499

Subtotal of additional federal funds included for this school: \$67,119

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)	\$208153

Subtotal of state or local funds included for this school: \$208,153

Total of federal, state, and/or local funds available for this school: \$275,272

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	65620	0.00
Title I Part A: Parent Involvement	1499	0.00
LCFF Supplemental and Concentration (S/C)	208153	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	208,153.00
Title I Part A: Allocation	65,620.00
Title I Part A: Parent Involvement	1,499.00

School Site Council Membership

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

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

Name of Members	Role
Benita Scheckel	Principal
Erica Peters	Other School Staff
Shane Horan	Classroom Teacher
Derrick Bangle	Classroom Teacher
Pablo Miralles	Parent or Community Member
Lisa Blackwell	Parent or Community Member
Cecilia Younger	Parent or Community Member
Vanessa Alquijay	Classroom Teacher
Breanna Sterling	Secondary Student
Wendy Silva	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/18/2023.

Attested:



Principal, Benita Scheckel on 5/18/23



SSC Chairperson, Erica Peters on 5/18/23

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



**Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
April 27 3:45 PM - 4:45 PM**

Video call link: <https://meet.google.com/tkn-miae-yjf>

Or dial: (US) +1 980-288-6637 PIN: 999 521 317#

More phone numbers: <https://tel.meet/tkn-miae-yjf?pin=9487206261285>

<p align="center">OUR VISION</p> <p>We will create a distinguished K-8 arts magnet, and dual language school exemplifying excellence in rigorous education.</p>	<p align="center">OUR BELIEFS</p> <p>We believe in producing citizens who are academically and socially prepared providing every student with a rigorous, balanced, and integrated curriculum creating a safe and productive learning environment.</p>	<p align="center">OUR MISSION</p> <p>We provide a nurturing, rigorous and arts-integrated learning environment where children are taught how to think, not what to think.</p>
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AGENDA

What	How	Who	Time
START VIDEO RECORDING/TRANSCRIPTION		Dr. Scheckel	
Welcome Minutes from March Meeting will be reviewed next month	Discussion	Dr. Peters	3:45 - 3:50 (5 min)
Training Module 4: Evidence Based Interventions LINK TO PRESENTATION	Presentation	Dr. Peters	3:50 - 4:05 (15 min)
SPSA Planning & Budget LINK TO PRESENTATION	Presentation	Dr. Scheckel	4:05 - 4:40 (35 min)
Old Business	None	N/A	4:40 - 4:45 (5 min)
New Business	None	N/A	4:45-4:50 (5 min)
Adjourn	Proclamation	Dr. Peters	4:50 PM

Next meeting

5/18/23 @ 345



Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
December 1, 2022 3:45 PM - 4:45 PM

Video call link: <https://meet.google.com/tkn-miae-yjf>

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AGENDA

What	How	Who	Time
Welcome, Approval of Minutes October 2022 Minutes	Discussion	Dr. Peters	3:45 - 3:50 (5 min)
Grant Discussion	Presentation	Dr. Scheckel	3:50 - 4:20 (30 min)
Old Business	None	N/A	4:20 - 4:25 (5 min)
New Business	None	N/A	4:25-4:30 (5 min)
Adjourn	Proclamation	Dr. Peters	4:30 PM



**Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
February 22 3:45 PM - 4:45 PM**

Video call link: <https://meet.google.com/tkn-miae-yjf>

Or dial: (US) +1 980-288-6637 PIN: 999 521 317#

More phone numbers: <https://tel.meet/tkn-miae-yjf?pin=9487206261285>

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AGENDA

What	How	Who	Time
START VIDEO RECORDING/TRANSCRIPTION		Dr. Scheckel	
Welcome, Approval of Minutes February 1 Meeting Meeting	Discussion	Dr. Peters	3:45 - 3:50 (5 min)
Safety Plan Presentation	Presentation	Dr. Scheckel	3:50 - 4:10 (20 min)
Preliminary Budget 2023-2024 Discussion	Presentation	Dr. Scheckel	4:10-4:20 (10 min)
Old Business	None	N/A	4:20 - 4:25 (5 min)
New Business	None	N/A	4:25-4:30 (5 min)
Adjourn	Proclamation	Dr. Peters	4:30 PM

Next meeting



Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
March 23 3:20 PM - 4:20 PM

Video call link: <https://meet.google.com/tkn-miae-yjf>

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AGENDA

What	How	Who	Time
START VIDEO RECORDING/TRANSCRIPTION		Dr. Scheckel	
Welcome, Approval of Minutes February 22 Meeting Meeting	Discussion	Dr. Peters	3:20 - 3:25 (5 min)
Data Review for SPSA Planning & Budget Review LINK TO PRESENTATION	Presentation	Dr. Scheckel Mr. Bracamonte	3:25 - 4:00 (35 min)
Old Business	None	N/A	4:00 - 4:05 (5 min)
New Business	None	N/A	4:05-4:10 (5 min)
Adjourn	Proclamation	Dr. Peters	4:10 PM

Next meeting



**Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
May 18 3:45 PM - 4:45 PM**

Video call link: <https://meet.google.com/tkn-miae-yjf>

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AGENDA

What	How	Who	Time
START VIDEO RECORDING/TRANSCRIPTION		Dr. Scheckel	
Welcome	Discussion	Dr. Peters	3:45 - 3:50 (5 min)
Approval of Minutes March Minutes April Minutes	Discussion	Dr. Peters	3:50-4:00 (10 min)
SPSA Budget Change	Presentation	Dr. Scheckel	4:00 - 4:05 (5 min)
Old Business	None	N/A	4:05 - 4:10 (5 min)
New Business	None	N/A	4:10-4:15 (5 min)
Adjourn	Proclamation	Dr. Peters	4:15 PM

Next meeting

5/18/23 @ 345



**Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
October 27, 2022 3:45 PM - 4:45 PM**

Video call link: <https://meet.google.com/tkn-miae-yjf>

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More phone numbers: <https://tel.meet/tkn-miae-yjf?pin=9487206261285>

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AGENDA

What	How	Who	Time
Welcome, Approval of Minutes September 2022 Minutes	Discussion	Dr. Scheckel	3:45 - 3:50 (5 min)
Review Bylaws LINK TO SSC BYLAWS	Presentation	Dr. Peters	3:50-3:55 (5 min)
Data Presentation LINK TO DATA	Presentation	Dr. Scheckel	3:55 - 4:15 (20 min)
SSC Training Module 2 LINK TO SLIDES	Presentation	Dr. Peters	4:15-4:25 (10 min)
SPSA Budget Review LINK TO SLIDES	Discussion	Dr. Scheckel	4:25 - 4:35 (10 min)
Old Business	None	N/A	4:35 - 4:40 (5 min)
New Business <ul style="list-style-type: none"> • THE NEW GRANT!!!! 	None	N/A	4:40-4:45 (5 min)
Adjourn	Proclamation	Acting Chair	4:45 PM



Charles W. Eliot Arts Magnet Academy
School Site Council (SSC)
September 22, 2022 3:45 PM - 4:45 PM

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AGENDA

What	How	Who	Time
Welcome, Approval of Minutes May 2022 Minutes	Discussion	Dr. Scheckel	3:45 - 3:50 (5 min)
Election of Officers (Chair, Co-Chair, Secretary)	Discussion	Dr. Peters	3:50-4:00 (10 min)
Review Roles of SSC Members LINK TO SLIDES	Presentation	Dr. Peters	4:00-4:15 (15 min)
Data Presentation LINK TO DATA	Presentation	Dr. Peters	4:15 - 4:25 (10 min)
SPSA Plan Budget for 2022-2023 LINK TO PRESENTATION	Discussion	Dr. Scheckel	4:25 - 4:35 (10 min)
Old Business	None	N/A	4:35 - 4:40 (5 min)
New Business	None	N/A	4:40-4:45 (5 min)
Adjourn	Proclamation	Acting Chair	4:45 PM

[LINK TO SSC BYLAWS](#)



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: Eliot (Charles W.) Middle

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	357	\$66,611.05