School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
CIS Academy	19-64881-0117440	April 19, 2023	June 29, 2023

Purpose and Description

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

Comprehensive Support and Improvement

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

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

CIS Academy is targeting students whose test scores place them at the remedial far-below-basic and below-basic levels. In an effort to increase student achievement as measured by movement into at least one category above, SBAC, CAASPP and English Language Learner performance strands will be used for academic evaluations.

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

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 school discussed the school plan from 2021-22 at School Site Council (SSC) meetings in January, February and March of 2023. SSC consists of staff, parents and students. The SPSA was also discussed in bi-weekly “A“ Monday staff meetings.

Resource Inequities

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

Funding for staffing does not follow proportionally to address fluctuations in student enrollment. Enrollment numbers generally increase after norm day resulting in a waiting list for students who want to enroll in CIS.t.

School Vision and Mission

CIS Academy's vision is that every student has the resources and opportunities to receive a high-quality educational experience. CIS Academy's mission is to ensure that every student will be eligible to graduate from high school. CIS provides blended learning, combining supplemental seminars and additional target studies, and a 100% remote-learning option at grades TK to 12. This program meets the needs of our diverse population and the demands of local, state and federal requirements. Every student is provided a Chromebook and a curriculum guided by Common Core standards. Teachers collaborate to create, adjust and improve their lessons. One of the strengths of CIS is the individual relationships cultivated between students and teachers through an Individualized Learning Plan (ILP) that is developed and personalized for each student. Consistent contact is maintained among all stakeholders.

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

School Profile

The CIS Academy (CIS) is an alternative education school (grades TK-12) located on the Wilson campus in the city of Pasadena fifteen miles northeast of Los Angeles. With a picturesque view of the San Gabriel Mountains, CIS is surrounded by tree-lined residential streets and is situated in close proximity to Willard Elementary School, the Boys and Girls Club of Pasadena and Rosemead Boulevard with many shops, restaurants and businesses. This is our second year on the Wilson campus. During the 2021-22 school year, grades 6 through 12 were served at the PHS campus site. In August 2022, CIS moved the 6-12 program to the Wilson campus. Being on one comprehensive campus has had a positive impact on program delivery and school culture. Primary and elementary students attend virtual learning classes and come to campus one day a week. Grades 6 through 12 are independent study curriculum with blended learning and online-only classes. Blended learning classes meet on campus for seminars, labs and projects. Both blended learning and online-only classes use learning systems, such as Canvas and Acellus for content delivery, assignments and assessments.

The Pasadena Unified School District (PUSD) consists of 23 schools serving approximately 16,000 of the more than 30,000 school-age children who are eligible to attend them: 13 elementary schools, three middle schools, one K-8

school, two 6-12 secondary schools, two traditional high schools and two alternative education schools. As of 2021-2022, CIS Academy, one of the alternative education schools, is the only TK-12 school in PUSD. The District has been experiencing declining enrollment since 2001 resulting in the closing of five schools in the last five years. This can be attributed to the fifty-three private and charter schools operating within District boundaries as well as the soaring cost of real estate, which has pushed families out of district to more affordable communities. The community served by PUSD is ethnically, linguistically, and economically diverse. According to the 2020 Census, 138,999 people resided in the city of Pasadena, a slight increase from 2010 (137,000); 35.9% are White, a decrease from 2010 (38.8%); 34.9% are Hispanic or Latino, a slight increase from 2010 (33.7%); 17.2% are Asian, an increase from 2010 (14.1%); 8.8% are African-American, a decrease from 2010 (10.1%); 3.2% are other ethnicities. The ethnic enrollment of CIS differs from that of the District in that we serve eight percent more Hispanic/Latino students than our District counterparts–a rate that is almost double that of the Hispanic/ Latino share of the city population. The percentage of white students is half that of the District; a one-sixth ratio compared to the city. The African American student ratio is the same for both CIS and the District, while the Asian student ratio at CIS is considerably less than that at other District schools.

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

The above statistics, coupled with recent economic trends, point to a highly transitional population. This trend is reflected in enrollment both in the District and at CIS. Due to the pandemic and the disruptions it continues to cause, we are serving an even larger enrollment at CIS, which necessitated opening the second campus at Wilson Middle School (Wilson). Currently, our total student enrollment stands at 503 students. Normally, we would serve 240-270 students at any one time and 325-450 students in any one year. Due to unusually high turnover and Executive Order N-30-20 which waived the assessment, accountability, and reporting requirements for the 2019-2021 school years, our ability to report and evaluate student progress based solely on state test scores is directly impacted and our ability to draw meaningful conclusions is correspondingly limited.

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

This year, on our comprehensive campus, there are 16 certificated teachers, two CTE teachers, and a supporting staff including a principal, a program specialist, a counselor, an office manager, data clerk, a registrar, community advisor, a security officer and a custodial staff (1.5) serving approximately 450 students at any given time. The school has traditionally served a population of predominantly "at risk" students who may be more successful in an alternative educational setting for issues including: credit recovery, being medically fragile, being a teen parent, needing to work to support their families, gender identity issues, homelessness and foster youth, and mental health/substance abuse. We also serve a relatively small, but steady subset of students pursuing professional careers, often in the arts (e.g. acting or performing arts). A growing demographic is students who are on track for graduation and choose our program to accelerate the pace of their education, often by dual-enrolling in college classes at local community colleges like Pasadena City College. Our school also serves students who are age-inappropriate to grade level, substantially behind in credits for their grade level, transitioning to adult school programs, and in dropout recovery. Since the pandemic (March 2020-2021), we are attracting students who enroll due to pandemic-related concerns or issues because CIS and our online only independent study-based program is the only District option to meet their needs. In the past two years, we have hired [This fall, we found ourselves with an influx of students that led to hiring a part-time teacher who is now serving eighteen students while, as of January 2022, our District hired a full-time teacher to address our waiting list of twenty-five additional students.]

Since the inception of the Career Exploration Opportunities (CEO) pathway in 2014, CIS continues to work closely with many agencies and groups from the local community. Parent-driven organizations include the School Site Council (SSC) and, until this year, the English Language Acquisition Committee (ELAC) (ELAC has been suspended since the 2021-22 school year due to a lack of qualifying students). Community agencies include Huntington Hospital, Kaiser, Pasadena

Health Department, Lions Club International, Pasadena City College (PCC), Community Education Center (CEC), Amgen Laboratory, and the Pasadena Chamber of Commerce. These agencies offer internships and apprenticeships and job shadowing experiences. The Sycamore group provides students with counseling (Medi-Cal insured) for therapeutic treatment; students who do not qualify are referred to outside agencies.The Student Success Collaborative through Pacific Oaks College is part of a District initiative for Social Emotional Learning (SEL). The referral program provides students with a coach to help them with educational goals while facilitating access to community wellness support. The College Access Program (CAP) provides services to help students and families navigate the college process, supporting them from middle school through college graduation. The CAP counselor is available in-person on campus and virtually, two days each week. [At the secondary level, Lions International is a club on campus that offers new learning and leadership experiences and community service opportunities.] Additionally, the Health Occupations Students of America (HOSA) is a Career Technical Student Organization (CTSO), sponsored by CA Department of Education, which offers leadership opportunities in the healthcare field. Secondary students can concurrently enroll and participate in sketching, drawing, graphic arts, photography, painting, social science, science, and language classes offered by Pasadena City College. Art classes are provided by [a consulting artist and this program will be available at the secondary level in the 2022-2023 school year.] High school students can take Music Technology which is a virtual class offered at Blair High School.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.49%	0.79%		2	2
African American	11.0%	13.83%	13.83%	17	56	35
Asian	1.3%	6.91%	1.58%	2	28	4
Filipino	%	0.25%	0%		1	0
Hispanic/Latino	67.5%	55.31%	64.82%	104	224	164
Pacific Islander	0.7%	0.25%	0.79%	1	1	2
White	14.9%	16.05%	14.23%	23	65	36
Multiple/No Response	4.6%	5.68%	3.16%	7	23	8
			Total Enrollment	154	405	253

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		31	4
Grade 1		22	8
Grade 2		43	7
Grade3		30	8
Grade 4		37	12
Grade 5		24	19
Grade 6	1	32	11
Grade 7		24	18
Grade 8	1	18	14
Grade 9	4	14	17
Grade 10	13	26	25
Grade 11	14	43	42
Grade 12	121	61	68
Total Enrollment	154	405	253

Conclusions based on this data:

1. The significant change in enrollment is due to offering an expanded program that serves students in grades TK to 12 totally online/remote instructional program. (The Number of Students for TK is 2; all other grades are recorded on the table.)
2. The number of students fluctuates because students transfer in and out throughout the year, both before and after testing.
3. Due to the pandemic and the disruptions it continues to cause, we are serving an even larger enrollment at CIS, because it is the only program in the District that offers independent study and virtual learning.

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	12	41	19	7.80%	10.1%	7.5%
Fluent English Proficient (FEP)	67	97	66	43.50%	24.0%	26.1%
Reclassified Fluent English Proficient (RFEP)	14			116.7%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31			28			28			90.3	
Grade 4		39			37			37			94.9	
Grade 5		18			16			16			88.9	
Grade 6	*	37		0	34		0	34			91.9	
Grade 7		36			30			30			83.3	
Grade 8	4	34		0	11		0	11		0.0	32.4	
Grade 11	20	71		11	19		11	18		55.0	26.8	
All Grades	26	266		11	175		11	174		42.3	65.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.			39.29			10.71			25.00			25.00	
Grade 4		2419.			5.41			24.32			18.92			51.35	
Grade 5		2457.			12.50			31.25			25.00			31.25	
Grade 6		2459.			8.82			11.76			26.47			52.94	
Grade 7		2538.			16.67			26.67			13.33			43.33	
Grade 8		2563.			27.27			27.27			0.00			45.45	
Grade 11	2594.	2568.		18.18	16.67		45.45	27.78		9.09	22.22		27.27	33.33	
All Grades	N/A	N/A	N/A	18.18	16.67		45.45	21.26		9.09	20.11		27.27	41.95	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		8.11			59.46			32.43	
Grade 5		*			*			*	
Grade 6		8.82			47.06			44.12	
Grade 7		26.67			50.00			23.33	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	20.11		*	52.30		*	27.59	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		0.00			56.76			43.24	
Grade 5		*			*			*	
Grade 6		0.00			52.94			47.06	
Grade 7		20.00			43.33			36.67	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	13.87		*	47.40		*	38.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		8.11			72.97			18.92	
Grade 5		*			*			*	
Grade 6		2.94			70.59			26.47	
Grade 7		13.33			73.33			13.33	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	11.49		*	71.26		*	17.24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		8.11			67.57			24.32	
Grade 5		*			*			*	
Grade 6		8.82			61.76			29.41	
Grade 7		16.67			63.33			20.00	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	16.67		*	58.05		*	25.29	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31			28			28			90.3	
Grade 4		38			36			36			94.7	
Grade 5		18			16			16			88.9	
Grade 6	*	37		0	34		0	34			91.9	
Grade 7		36			28			28			77.8	
Grade 8	4	34		0	12		0	11		0.0	35.3	
Grade 11	20	71		7	17		6	17		35.0	23.9	
All Grades	26	265		7	171		6	170		26.9	64.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.			25.00			28.57			25.00			21.43	
Grade 4		2423.			2.78			16.67			41.67			38.89	
Grade 5		2472.			25.00			12.50			12.50			50.00	
Grade 6		2433.			5.88			2.94			17.65			73.53	
Grade 7		2499.			7.14			17.86			17.86			57.14	
Grade 8		2520.			27.27			18.18			9.09			45.45	
Grade 11	*	2569.		*	11.76		*	11.76		*	41.18		*	35.29	
All Grades	N/A	N/A	N/A	*	12.35		*	15.29		*	25.29		*	47.06	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.78			41.67			55.56	
Grade 5		*			*			*	
Grade 6		5.88			17.65			76.47	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	13.53		*	35.29		*	51.18	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		5.56			50.00			44.44	
Grade 5		*			*			*	
Grade 6		5.88			26.47			67.65	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	12.94		*	45.88		*	41.18	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		8.33			52.78			38.89	
Grade 5		*			*			*	
Grade 6		5.88			44.12			50.00	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	12.94		*	52.35		*	34.71	

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2		1464.0			1470.9			1456.3			14	
12	*	*		*	*		*	*		6	6	
All Grades										6	43	

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
2		7.14			42.86			35.71			14.29			14	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	7.14		*	35.71		*	42.86		*	14.29		*	42	

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
2		28.57			28.57			35.71			7.14			14	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	26.19		*	38.10		*	26.19		*	9.52		*	42	

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
2		0.00			35.71			35.71			28.57			14	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	2.38		*	21.43		*	38.10		*	38.10		*	42	

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
2		7.14			78.57			14.29			14	
12	*	*		*	*		*	*		*	*	
All Grades	*	14.29		*	64.29		*	21.43		*	42	

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
2		21.43			71.43			7.14			14	
12	*	*		*	*		*	*		*	*	
All Grades	*	34.15		*	56.10		*	9.76		*	41	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2		7.14			71.43			21.43			14	
12	*	*		*	*		*	*		*	*	
All Grades	*	2.38		*	57.14		*	40.48		*	42	

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
2		7.14			64.29			28.57			14	
12	*	*		*	*		*	*		*	*	
All Grades	*	11.90		*	69.05		*	19.05		*	42	

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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**
405	**70.9**	**10.1**	**1.7**
Total Number of Students enrolled in CIS Academy.	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	41	10.1
Foster Youth	7	1.7
Homeless	11	2.7
Socioeconomically Disadvantaged	287	70.9
Students with Disabilities	37	9.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	56	13.8
American Indian	2	0.5
Asian	28	6.9
Filipino	1	0.2
Hispanic	224	55.3
Two or More Races	23	5.7
Pacific Islander	1	0.2
White	65	16.0

Conclusions based on this data:

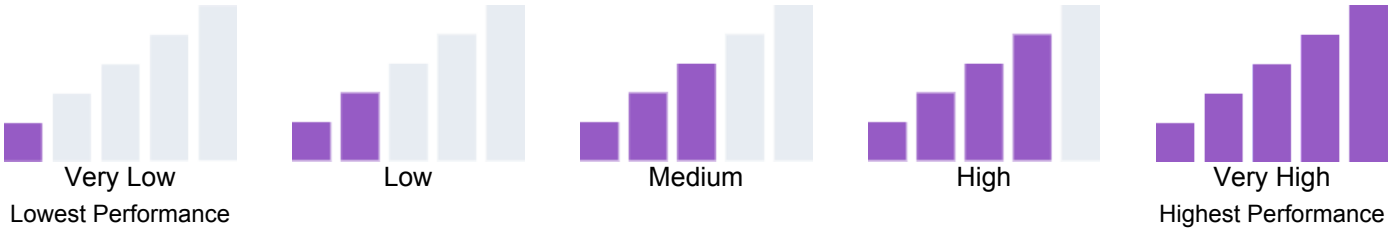
1. This data does not reflect the fluctuations in student enrollment throughout the year.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Medium	**Suspension Rate** Very Low
Mathematics Very Low	**Chronic Absenteeism** Very High	
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. This summary has non sufficient data.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

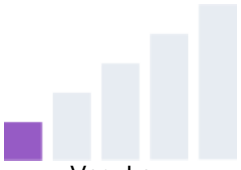
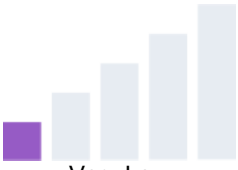
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	0	0	0	0

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

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

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
119.9 points below standard	101.4 points below standard	4 Students
185 Students	17 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
7 Students	128.6 points below standard	134.0 points below standard
	145 Students	14 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 100.9 points below standard 29 Students	No Performance Level 1 Student	No Performance Level 5 Students	No Performance Level 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 154.0 points below standard 107 Students	No Performance Level 60.0 points below standard 12 Students	No Performance Level 2 Students	 Very Low 90.6 points below standard 31 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	9 Students	115.4 points below standard 134 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

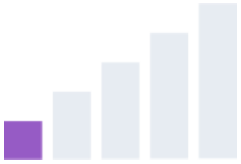
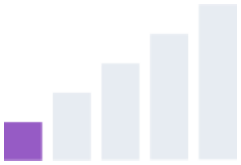
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low 131.4 points below standard 189 Students	No Performance Level 90.5 points below standard 17 Students	No Performance Level 4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 7 Students	Very Low 140.5 points below standard 149 Students	No Performance Level 177.5 points below standard 13 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 140.8 points below standard 31 Students	No Performance Level 1 Student	No Performance Level 5 Students	No Performance Level 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 160.4 points below standard 109 Students	No Performance Level 71.7 points below standard 12 Students	No Performance Level 2 Students	Low 84.2 points below standard 31 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	9 Students	134.9 points below standard 137 Students

Conclusions based on this data:

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

School and Student Performance Data

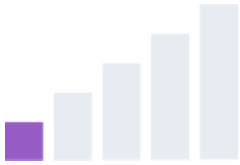
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

31.4 making progress towards English language proficiency

Number of EL Students: 35 Students

Performance Level: 1

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
25.7%	42.9%	0.0%	31.4%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
6	0	0	0	1

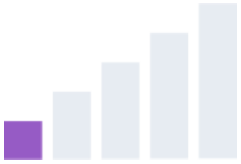
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

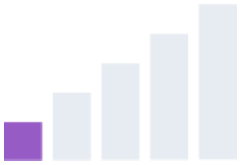
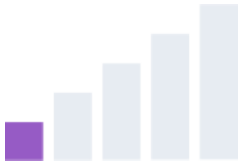
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
55.9% Chronically Absent	50% Chronically Absent	Less than 11 Students
374 Students	54 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
78.6% Chronically Absent	66.2% Chronically Absent	47.4% Chronically Absent
14 Students	269 Students	38 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Very Low	No Performance Level
82.1% Chronically Absent	Less than 11 Students	0% Chronically Absent	Less than 11 Students
56 Students	2 Students	32 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
63.4% Chronically Absent	48.1% Chronically Absent	Less than 11 Students	42.9% Chronically Absent
191 Students	27 Students	1 Student	63 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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 number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
85.7% graduated	Less than 11 Students	Less than 11 Students
70 Students	10 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	No Performance Level
Less than 11 Students	83.3% graduated	Less than 11 Students
4 Students	60 Students	9 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level Less than 11 Students 8 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Medium 83.3% graduated 48 Students	 No Performance Level Less than 11 Students 1 Student		 No Performance Level 92.3% graduated 13 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

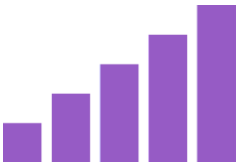
Very High	High	Medium	Low	Very Low
0	0	0	0	8

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
682 Students	75 Students	15 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
24 Students	511 Students	78 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
105 Students	2 Students	35 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
377 Students	40 Students	3 Students	118 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By May 30, 2024, CIS staff will facilitate measurable growth in student achievement. At least 30% of students will demonstrate increased literacy skills including, vocabulary and reading comprehension, as indicated by a higher score on the standardized tests and, if applicable, IReady results. Students will also demonstrate achievement through a 10 to 15% increase in standardized test scores in each of the lower performance levels. Finally, student achievement will be measured by a 2% increase in Math and English course completion with grades of C or better.

Identified Need

The use of data to make school-wide decisions has increased over the years. While data is consistently collected, improvements need to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction. We need to increase the analysis of data in order to improve student success and ensure that students graduate on time. Staff has been trained on using district benchmark IReady for use in ELA. However, we will need to examine a local measure for tracking progress in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Graduation rates are well-below our school's average CAASPP Results 2018-2019* For ELA, 88 percent of students did not meet grade level requirements. *Assembly Bill (AB) 130 suspended publication of state data indicators in 2020 and 2021.	English Learners will work towards reclassification. Small group tutoring and individual tutoring will be offered for identified students who struggle with academic classes. This action will target SPED and non-grad students who are at level 1. All Foster Care Students' transcripts will be evaluated. Credit recovery will be available for students with incomplete courses. Students will be placed on track to graduate with AB 215 district requirements or be able to	Increase the percentage of EL students progressing at least one level or achieving proficiency by 20 percentage points across two years. Increase percentage of English proficiency attainment among Long-term ELs by 25 percentage points Increase the percentage of academically at-risk students scoring meets or exceeds on the CAASPP ELA assessment by 25 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	transfer to a traditional school site.	Increase the percentage of academically at-risk students scoring meets or exceeds on the CAASPP English assessment by 20 percentage points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

English Learners will be assessed multiple times a year using the iReady literacy program as the District reading diagnostic to monitor progress in reading comprehension.
Teachers will continue a focused effort to reclassify EL students and refine and personalize the ELD curriculum to meet the linguistic needs of students.
Teachers will receive professional development on all new curriculum programs, Designated and Integrated ELD, and the ELD Framework in order to strengthen and align instruction to the ELD and ELA standards

The ELD classes will maintain a small teacher-to-student ratio in order to allow for increased monitoring of student performance.
Students will meet twice a week with dedicated ELD teacher.

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

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, grades TK-12

Strategy/Activity

Assess reading abilities upon entrance with periodic assessments to monitor progress in Reading Comprehension
Students will recognize, comprehend, and utilize academic language. Furthermore, the activities library will include best practices. Teachers will also develop collaborative lessons that support College and Career activities.

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11466	LCFF Supplemental and Concentration (S/C)
199	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)

By May 30, 2024, 90% of long-term EL students will increase their level of English proficiency attainment by 60 percentage points on ELPAC assessment.

Strategy/Activity

- Strategies have been added to labs and seminars.
- Introduction of Project Based Learning (PBL) activities to seminars along with introduction of cross curriculum activities and projects
- Motivational videos
- Online Library
- Vocabulary
- Word Walls and video tutorials are linked to practice tests and seminars.
- Small individualized tutorial groups and workshops

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.

Data to support implementation of strategies and activities is non-sufficient for analysis. As of 4/17/23, CIS re-designated 3 students in the 2022-2023 school year. (Two EL and one LTEL). Our school should be re-designating at a higher rate.

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.

CIS will use the IReady with more fidelity school wide to address this concern and monitor student progress.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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

Goal 2

By May 30, 2024, CIS faculty will work towards creating growth in 35% of students enrolled for at least one year using District-approved program/curriculum resources. Standardized test scores will see at least a 10% increase in each of the lower-level performance areas.

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

By May 30, 2024, all students will need to develop academic language at independent levels. Teachers will continue to stress academic language in all subject matter for all students. Teachers will guide students in selecting appropriate academic language during seminars/classes. Students will gain insight and understanding of practical use of knowledge.

Strategy/Activity

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

Math students will be assessed three times a year (pre, during, and post) to monitor progress in various content areas. Metrics used will be based on Statewide assessments up to grade 8. Teachers will continue a focused effort to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students. Teachers will receive professional development on all curriculum programs, Designated and Integrated ELD and the ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.

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

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

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)
8969	CSI
	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

By May 30, 2024, 100% of students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests,and mid-term and final exams.

Strategy/Activity

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

Resources for teaching and intervention added to seminars/classes for individual/group work.
Motivational videos.
Online Library.
Vocabulary, Word Walls and video tutorials are linked to practice tests and instruction.

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

Amount(s) Source(s)

Strategy/Activity 3

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

All students will meet graduation requirements with proficiency in all subjects.

Strategy/Activity

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

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

Summer school program so students can either make up deficient credits or continue working on courses that are incomplete. This will include RSP support. Clerical support and limited counselor support will also be provided. Administrative support is also required.

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

Additional compensation for teachers who take on additional duties for coordinating Senior Defense, new teacher orientation, curriculum creation, Special Education support. We will also provide additional compensation for our counselor who will expand duties in regards to career and college readiness for our juniors and seniors

Attend the California Consortium for Independent Study annual conference. Provide opportunities for staff to attend.

Provide CIS with a two day a week academic/college counselor

Clerical time to complete extra duties will be compensated.

Provide materials to be able to carry out assignments.

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)
9980	LCFF Supplemental and Concentration (S/C)
	LCFF Supplemental and Concentration (S/C)
59846	CSI

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.

Need to provide wider access for our CAP and Pacific Oaks partnerships. We want to provide a fuller summer school program so tht students who have not completed courses during the regular school year are able to continue. Also want to provide an opportunity for promoting 8th graders to get a "head start" on high school. Will also provide the same opportunity for our Special Education students.

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.

Will continue to look at graduation rates and course completion rates to examine progress toward dilploma.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 3

Continue to improve Wilson campus now that it is the comprehensive TK through 12 school site.

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will develop academic language acquisition methods and an activities library to help coordinate cross-curricular projects, as well as work based learning activities. Teachers will also develop collaborative lessons that support College and Career activities.	Teachers will attend district sponsored PD's but also Professional Conferences such as the CCIS, CCTEC,Common Core,Edams,CAASPP, ICEV and others to improve knowledge and skill sets in order to work effectively with students. Students will visit both colleges and professional business organizations.	100% of all students will be exposed to both career and academic opportunities by May 30, 2023, by qualified teachers using curriculum and instruction. 95% of the at-risk students will meet the professional and academic readiness goals in order to meet the college and career readiness expectations of the community and district. 95% of students will have counseling and career services to explain options and increase opportunities to enroll in college or secure employment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be exposed to both career and academic opportunities by May 30, 2024, by a qualified teacher using curriculum and instruction.
Counselor will conduct individual in take interviews with all new students.
100% of students will be supervised by well-trained and qualified teachers each day and supported by trained support staff.
All students will be exposed to both career and academic opportunities by May 30, 2024, by qualified teachers using District- approved curriculum and instruction.
Teachers will work with community, businesses and academic partners to deliver coordinated academic and professional skills.
Teachers will apply goal-setting and decision-making skills into the curriculum for future education and career planning.
Additional hourly compensation for academic counseling to support student success (College Access Plan (CAP) and SEL).

Strategy/Activity

- By May 30, 2024, 100% of all seniors will pass the Senior Defense and/or prepare a professional job resume.
- Teachers will apply academic skills such as math and communications to employment situations/opportunities.
- School will partner with College Access Plan (CAP) to mentor students through the college application process.
- Visits to colleges and professional business organizations and guest speakers/presentations on topics relevant to college and career planning.
- Evaluate the work with the Student Success Collaborative project to find barriers to academic success and effect positive change within an educational setting.

Provide field trips to nearby post high school programs
Provide materials to reach each of these goals

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

Amount(s)	Source(s)
17948	LCFF Supplemental and Concentration (S/C)
18000	CSI

Strategy/Activity 2

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

By May 30, 2024, all secondary students will be exposed to Career Planning curriculum using employer-based skill sets and training methods.

Strategy/Activity

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

Creation of a senior "check list" so that students will be on track with both graduation requirements and post high school plans.

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

Continued use of senior exit survey to get student feedback regarding program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
46200	CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

95% of all students will demonstrate mastery by May 30, 2024, on strands of work that are aligned with content standards that will both meet academic and professional employment skills criteria.

Strategy/Activity

Staff conversations during required meeting times regarding student progress and barriers to achievement

- Teachers will collaborate to develop cross-curricular and project-based/work-based projects.
- Teachers will help instruct/guide students to demonstrate mastery on strands of work that are aligned with both academic and work-based experience.
- The independent variable will reflect what is actually covered in class.
- Staff will decide what data is relevant to evaluate school performance.
- CTE teachers will also collaborate in discussions with teachers to create pathway courses for students.
- Clerical hourly time will be purchased to support SPSA goals and strategies.
- Purchase materials necessary for 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)
82160	LCFF Supplemental and Concentration (S/C)
21799	Title I Part A: Allocation
	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

SSC identified a need to provide more access for students to pursue post secondary activities.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 4

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

By May 30, 2024, conduct a school climate survey among students, staff and parents using valid and reliable survey tools such as the California School Climate, Health, and Learning Survey (at least twice a year).
By August 9, 2023, students will continue to be in an environment that is safe, caring and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Identified Need

Continue to improve the space at Wilson comprehensive TK to 12 campus.
There is a need for a school-wide community survey to understand students, parents and guardians and staff needs and concerns.

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

By May 30, 2024, all students will be able to enter school through a secure location.
Refine CIS protocols for students missing work assignment deadlines.
Continue outreach to parents and families regarding student progress.

Strategy/Activity

- School site administrative and staff discuss recommendations for ongoing improvement of facilities and resources. This could include purchase of technological equipment to enhance a virtual learning environment and provide more opportunities for students to successfully complete coursework.
- Community Assistant outreach to parents and families. Reimbursements for using private auto for school business

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)
6200	CSI
831	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.

Our Community Assistant left partway through the year so it took some months to hire a new person to fill this position. She is still learning the position.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 5

By May 30, 2024, school site staff will continue to build trusting and collaborative relationships with families that support and foster shared responsibility for student learning, developmental growth and academic success.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

By May 30, 2024, 100% of all students and their support systems and parents/guardians will collaborate with school site staff and will engage in a series of activities to develop school-specific family and community workshops.

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 2

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

Strategy/Activity

.

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.

Our new community assistant will provide parent education courses in the 2023-2024 school year.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$22829
Total Federal Funds Provided to the School from the LEA for CSI	$139215
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$162044
Other State/Local Funds provided to the school	$121554.44

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	$21998
Title I Part A: Parent Involvement	$831
CSI	$139215

Subtotal of additional federal funds included for this school: $162,044

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)	$121554

Subtotal of state or local funds included for this school: $121,554

Total of federal, state, and/or local funds available for this school: $283,598.44

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
CSI	139215	0.00
LCFF Supplemental and Concentration (S/C)	121554	0.00
Title I Part A: Allocation	21998	0.00
Title I Part A: Parent Involvement	831	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	139,215.00
LCFF Supplemental and Concentration (S/C)	121,554.00
Title I Part A: Allocation	21,998.00
Title I Part A: Parent Involvement	831.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Lawrence Torres	Principal
Debbie Curtain	Classroom Teacher
Andrea Reynoso	Classroom Teacher
Katherine Wiggins	Classroom Teacher
Irma Gonzalez	Other School Staff
Adrienne Ann Mullen	Parent or Community Member
Joanne Simpson	Parent or Community Member
William Simpson	Secondary Student
Matthew Gonzalez	Secondary Student
Mila Burns	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 19, 2023.

Attested:

Principal, Lawrence Torres on 4/19/23

SSC Chairperson, Adrienne Ann Mullen on 4/19/23

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Pasadena Unified School District
CIS Academy
School Site Council
April 19, 2023
4 P.M.
The meeting will be held virtually

Video call: https://meet.google.com/ftt-whca-baq
Or dial: (US) +1 470-208-3542 PIN: 874 805 342#

I.	**Welcome / Call to Order/ Bienvenida / Llamada al Orden**	Dr. Mullen, Chair
II.	**Flag Salute/Saludo a la Bandera**	member
III.	**Public Comment/Comentarios del Público**	
IV.	**Roll Call**	Irma Gutierrez, Secretary
V.	**Minutes/Llamada al Orden Acta (Action Item)**	Irma Gutierrez, Secretary
	Approval of SSC minutes 4.12.23	
VI.	**Principal's Update**	Mr. Torres
VII.	**Unfinished Business (Action Item)**	Dr. Mullen Chair
	None	
VIII.	**Presentations/Discussions**	
	• SPSA Goals	
	• Spending allocation	Mr. Torres
IX.	**New Business (Action Items)**	

- SPSA Goals — Mr. Torres
- SPSA — Mr. Torres

X. Agenda Recommendations (Action Item) — Mr. Gonzalez

XI. Announcements

XII. Adjournment (Action Item) — Dr. Mullen

☐ ***Next Meeting: TBD***

To review or obtain copies of materials, please visit our administrative hub at 221 S. Eastman Ave, Los Angeles, CA. 90063. 323-415-8366.To request a disability-related accommodation under the Americans with Disabilities Act (ADA) please call 323-415-8366 at least 24 hours in advance. Individuals wishing to speak under the Public comment section on the agenda must sign up at the meeting and should plan to arrive early, as they can no longer register once the list is collected prior to the beginning of the Public Comment section on the agenda. The presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is fulfilled.

2022-2023 SSC composition:

Principal

Larry Torres

Teachers:

Debbie Curtin

Katherine (Katie) Wiggins

Andrea Reynoso

Other School Personnel

Irma Gutierrez

Parents/Community Members

Adrienne Anne Mullen

Joanna Simpson

Students:

Mila Burns

Matthew Gonzalez

William Simpson

SSC Meeting Dates For 2022-2023**:**

10/26/2022 Held
11/30/2022 Held
12/21/2022 No Quorum
1/25/2023 Held
2/15/2023 Held
3/15/2023 Held
4/12/2023 Held
4/19/2023

SSC 4/12/23 Minutes

Meeting called to order at 4:04

There was no public comment

In attendance: Dr. Mullen, Mr. Torres; Ms. Curtain; Ms. Wiggins; Ms. Gutierrez; A quorum is established.

Ms. Simpson moved to approve the 3/15/23 minutes Ms. Curtain seconded. Motion approved by roll call vote 6-0

Discussion item:

SPSAgoals Mr. Torres reviewed the goals and the spending2023-2024 SPSA. Mr. Torres discussed the budget process There was a robust discussion regarding the need for more college counseling services as well as the need for better intake of new students.

Action Items.

There were no action items

Agenda recommendations:

New spending allocations; SPSA goals

Meeting Adjourned at 5:35 pm

SSC Minutes 4.19.23

Meeting called to order at 4:12 A quorum was present. In attendance: Dr. Mullen; Mr. Torres; Ms. Reynoso; Ms. Wiggins; Ms. Gutierrez; Ms. Simpson; Ms. Curtain; Ms. Burns; Mr. Gonzalez

Mr. Torres moved approval of the minutes with edits removing Ms. Reynoso from attendance at 4.12.23 meeting. Ms. Simpson seconded the motion. Motion passed 9-0

Discussion item: 20232024 SPSA goals and budget Consensus reached to remove Pacific Oaks funds, push CAP priority to lower on list.

Mr. Torres moved that SPSA to accept SPSA goals. Also to fund a part time counseling position in addition to items from last year dropping Pacific Oaks from the list. Ms. Curtain seconded.

Vote made in roll call order. Motion passed 8-0

Meeting adjourned at 5:21

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: CIS Academy

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,795,513.00	9,623	$186.59	198	$36,943.94