School Year: **2021-22**

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
Charles W. Eliot Arts Magnet Academy	19-64881-6058465	05/13/2021	6/30/2021

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)

X Schoolwide Program
X Additional Targeted Support and Improvement
African American, Socioeconomically Disadvantaged, and Students with Disabilities

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

The School Plan for Student Achievement involved various stakeholder presentations with school data. Conversations were initiated with District Executive Leadership Team members, Eliot Teachers certificated and classified members, as well as Eliot Parent/Partner groups participated in conversations. Within these meetings, conversations were held regarding interim assessment data, as well long term data to achieve Eliot's overall campus goals, as well as indicators amongst racial and ethnic subgroups

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Eliot administration received data and input from PUSD Data Facilitator David Rennie regarding data from the HMRI English and iReady Math. This data was reviewed as part of the development of goals for the Single Plan on the April 15, 2021 meeting of the School Site Council.

The English Language Advisory Committee met on XXXX via teleconference to give feedback and created recommendations for the Single Plan for Student Achievement. These recommendations were presented to the School Site Council for review on April 15, 2021.

Resource Inequities

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

The 2020-2021 provided a unique challenge to the school community at wide due to the extended duration of the Covid-19 School Closure, and the implementation of Distance Learning. Numerous families who were of ethnic minority groups, including African American students, and Hispanics, faced challenges with online school. This was particularly prevalent in students who were from socio-economically disadvantaged families. Students from these households experienced significantly higher rates of absenteeism and lower grades attributed to poor internet access at home as well as difficulty managing the student information access points for eduction. Challenges with distribution of wifi hotspots and replacing broken or malfunctioning Chromebooks exacerbated and delayed equitable student access.

School Vision and Mission

Eliot Arts Magnet Academy community will honor our PUSD Culture and Values while pursuing our school's vision of becoming a Premier Arts Academy and Community Center for the Arts, Nurturing the Communication, Collaboration, Critical Thinking, Creativity/Innovation and Cultural Competency skills necessary for success in the 21st century. Students will perform in state-of-the-art facilities and create with the latest technologies.

We are music,
We are dance,
We are visual arts
We are theater arts.

Eliot Arts is an innovative magnet school for students in grades 6-8 who are interested in music, dance, visual arts, and theater arts. We offer all students…
* Excellent Academics- We have a team of highly educated and experienced teachers with diverse backgrounds, and rigorous, standards-based curricula.
* An Arts Focus- At Eliot Arts, students have access to music, various dance selections, theater arts, visual arts programs and electives taught by professional artists and musicians in state of the arts facilities.
* Arts Integration- Art is integrated into core academics, fostering 21st Century skills and the application of Common Core standards.
* Community Arts Partners- Students collaborate with top-rated, renowned LA area arts organizations and consultants to enhance real-world application of learning.
Our partners include: A Noise Within, Art Center College of Design, Art Collection and Botanical Gardens, the LA Music Center, Little Kids Rock, and Lineage Dance.

School Profile

Charles W. Eliot was the President of Harvard from until . His Middle School was founded in 1931. The twelve-acre campus is nestled in the San Gabriel Mountains, just northwest of Pasadena in the picturesque community of Altadena. We serve grades 6-8 and are one of three traditional middle schools in the Pasadena Unified School District. The school serves a community of predominantly low to middle-income families (86% Poverty level) and serves as the home school for a significant number of group and foster home students.

Charles W. Eliot Arts Magnet Academy is a premier Art's school with a rigorous integrated curriculum melded with 21st century learning outcomes of Creativity/Innovation, Collaboration, Communication, Critical Thinking and Cultural Competency Skills. For the 2017-2018, and 2018-2019 school year Eliot Arts was recognized by the Pasadena Weekly as Best Arts School and Best Music School consecutively. Also for the 2018 school year Principal Lori Touloumian was recognized as Principal of the year! Charles W. Eliot Arts Magnet Academy continues to be intentional and provides all students access to an excelling middle school experience infused with an innovative arts education.

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

We are committed to developing and implementing a quality parent and community engagement plan that will sustain a rigorous, academic environment and a high school ready, college going culture. Stakeholders are engaged and active in promoting our Response to Intervention Program, with our campus-wide currency, Husky Bucks, as well as our various Art's Showcases (Harmony and Metamorphous).

Eliot has 500 students enrolled for the 2020-2021 school year. The ethnic groups which currently make up the school's' population include 19% African-American students, 65% Hispanic, 8% white, 2% Asian, 3% Filipino/Filipino American, and 1% Multiethnic (nonHispanic). Per dashboard data, Eliot Arts serves a wide variety of students: 4.1% are in foster care, 4.1% are homeless, 19.5% are designated Students with Disability, 14% English learners, and 74.7% of students are socioeconomically disadvantaged, 100% are eligible for free or reduced lunches. Eliot Arts has 1 Principal, 1 Assistant Principal, and 25 teachers, 100% are fully credentialed.

Eliot Arts implements a 6 period school day with 51 minutes periods coupled with a daily 0 period 30 minute advisory period.   In the 2019-2020 school year we have expanded upon our ASB activities.

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

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

Eliot Arts teachers and other staff continue to be life long learners.

Our Magnet Schools Assistance Program (MSAP) Grant has allowed us to significantly upgrade facilities and technology.

Art Gallery
Video recording Studio
Mac Design Lab
PBL/DBL Teacher Space (Project Lab)
Print Shop
Art Studio
Dance Studio
Costume Design and Construction Studio
Urban Garden and Outdoor classroom
Renovated (Measure TT) State of the Art Auditorium

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0%	%	1	0	
African American	19.49%	19.68%	18.6%	100	99	96
Asian	1.56%	0.8%	1.2%	8	4	6
Filipino	1.56%	1.39%	0.8%	8	7	4
Hispanic/Latino	64.72%	64.02%	64.6%	332	322	334
Pacific Islander	0.19%	0%	0.2%	1	0	1
White	8.38%	9.54%	11.4%	43	48	59
Multiple/No Response	0.39%	0.4%	0.4%	2	2	2
			Total Enrollment	513	503	517

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	177	154	163
Grade 7	191	171	160
Grade 8	145	178	191
Grade 9			3
Total Enrollment	513	503	517

Conclusions based on this data:

1. After several years of increased growth, the most recent year saw a decline in overall enrollment. Causation is explained through the data.

2. Overall grade level groups show a decline year over year. ie the 6th grade group was at 207 enrollment in '17-'18; this same group as 7th grade was at 191 enrollment in '18 - '19, and as 8th grade had declined to 178 enrollment in '19 - '20. This trend is evidenced for all grade level groups. Consideration should be given as the reasons behind the attrition across grade levels.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	72	57	75	14.0%	11.3%	14.5%
Fluent English Proficient (FEP)	167	152	132	32.6%	30.2%	25.5%
Reclassified Fluent English Proficient (RFEP)	31	14	10	37.3%	19.4%	17.5%

Conclusions based on this data:

1. Eliot English Learners have declined in enrollment over three consecutive years. This is in line with the overall school enrollment showing minor decreases. This data is not reflective of the 2020-2021 school year.

2. Continued concentrated efforts on ensuring all students designated Special Education and EL were given their appropriate accommodations to test, including 1 to 1 testing supports continue to be in place. In 2021, 100% of EL students were given the ELPAC assessment despite challenges that arose from Distance Learning.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	156	195	175	152	191	174	152	191	174	97.4	97.9	99.4
Grade 7	127	146	174	126	144	170	126	144	170	99.2	98.6	97.7
Grade 8	148	137	137	144	133	133	144	133	133	97.3	97.1	97.1
All Grades	431	478	486	422	468	477	422	468	477	97.9	97.9	98.1

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2428.	2460.	2450.	3.29	5.76	8.05	7.89	17.28	13.22	26.97	23.56	21.26	61.84	53.40	57.47
Grade 7	2468.	2461.	2489.	3.17	4.17	7.65	20.63	13.89	20.59	22.22	24.31	24.12	53.97	57.64	47.65
Grade 8	2495.	2504.	2496.	3.47	9.02	3.76	20.83	18.05	18.80	27.08	27.07	31.58	48.61	45.86	45.86
All Grades	N/A	N/A	N/A	3.32	6.20	6.71	16.11	16.45	17.40	25.59	24.79	25.16	54.98	52.56	50.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.63	8.90	10.34	25.66	30.89	25.29	71.71	60.21	64.37
Grade 7	13.49	9.72	12.35	29.37	29.86	32.35	57.14	60.42	55.29
Grade 8	9.72	13.53	7.52	35.42	34.59	39.10	54.86	51.88	53.38
All Grades	8.29	10.47	10.27	30.09	31.62	31.66	61.61	57.91	58.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.61	12.04	7.47	28.29	33.51	37.93	67.11	54.45	54.60
Grade 7	12.70	6.25	14.71	30.16	38.19	43.53	57.14	55.56	41.76
Grade 8	6.94	11.28	9.77	44.44	39.85	47.37	48.61	48.87	42.86
All Grades	7.82	10.04	10.69	34.36	36.75	42.56	57.82	53.21	46.75

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	5.92	8.38	4.02	48.03	52.36	52.87	46.05	39.27	43.10
Grade 7	6.35	4.17	5.88	46.83	36.11	57.65	46.83	59.72	36.47
Grade 8	6.25	8.27	8.27	59.72	54.14	51.13	34.03	37.59	40.60
All Grades	6.16	7.05	5.87	51.66	47.86	54.09	42.18	45.09	40.04

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	3.29	9.95	12.64	42.11	46.07	34.48	54.61	43.98	52.87
Grade 7	7.94	11.11	17.65	42.86	40.97	35.88	49.21	47.92	46.47
Grade 8	13.19	15.79	10.53	39.58	42.11	42.11	47.22	42.11	47.37
All Grades	8.06	11.97	13.84	41.47	43.38	37.11	50.47	44.66	49.06

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.

2. Alternate assessment data will be used to track student and school progress, including interim local assessment benchmark data.

3. Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	156	196	175	151	191	174	151	191	174	96.8	97.4	99.4
Grade 7	128	146	174	127	144	170	127	144	170	99.2	98.6	97.7
Grade 8	148	137	137	143	133	133	143	133	133	96.6	97.1	97.1
All Grades	432	479	486	421	468	477	421	468	477	97.5	97.7	98.1

* 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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	2420.	2432.	2419.	1.32	4.19	4.60	5.96	6.81	6.90	19.87	25.13	18.97	72.85	63.87	69.54
Grade 7	2460.	2432.	2447.	3.15	3.47	8.24	10.24	6.94	7.65	33.86	20.83	22.35	52.76	68.75	61.76
Grade 8	2465.	2470.	2456.	5.59	8.27	6.02	6.29	10.53	7.52	24.48	18.05	13.53	63.64	63.16	72.93
All Grades	N/A	N/A	N/A	3.33	5.13	6.29	7.36	7.91	7.34	25.65	21.79	18.66	63.66	65.17	67.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	3.97	5.76	5.75	16.56	17.80	16.67	79.47	76.44	77.59
Grade 7	2.36	4.86	9.41	37.01	20.83	19.41	60.63	74.31	71.18
Grade 8	5.59	9.09	7.52	20.28	24.24	18.05	74.13	66.67	74.44
All Grades	4.04	6.42	7.55	23.99	20.56	18.03	71.97	73.02	74.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	1.99	7.33	5.75	29.14	28.80	25.86	68.87	63.87	68.39
Grade 7	3.15	6.25	8.24	41.73	19.44	29.41	55.12	74.31	62.35
Grade 8	6.99	9.02	6.02	36.36	36.09	23.31	56.64	54.89	70.68
All Grades	4.04	7.48	6.71	35.39	27.99	26.42	60.57	64.53	66.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.99	5.76	5.17	28.48	29.84	26.44	69.54	64.40	68.39
Grade 7	4.72	4.86	9.41	48.03	49.31	40.00	47.24	45.83	50.59
Grade 8	2.80	8.27	7.52	39.86	41.35	39.85	57.34	50.38	52.63
All Grades	3.09	6.20	7.34	38.24	39.10	35.01	58.67	54.70	57.65

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.

2. Alternate assessment data will be used to track student and school progress, including interim iReady Math data.

3. Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1461.4	1477.5	1465.8	1476.9	1456.5	1477.5	27	24
Grade 7	1461.0	1439.0	1476.1	1432.8	1445.5	1444.8	22	25
Grade 8	*	1479.8	*	1474.2	*	1485.0	*	24
All Grades							56	73

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	29.17	*	54.17	*	16.67	27	24
7	*	0.00	*	32.00	*	28.00	*	40.00	22	25
8		8.33	*	25.00	*	50.00	*	16.67	*	24
All Grades	*	2.74	35.71	28.77	28.57	43.84	26.79	24.66	56	73

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	20.83	*	37.50	*	25.00	*	16.67	27	24
7	*	8.00	*	44.00	*	24.00	*	24.00	22	25
8		16.67	*	29.17		41.67	*	12.50	*	24
All Grades	23.21	15.07	46.43	36.99	*	30.14	19.64	17.81	56	73

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	0.00	40.74	62.50	51.85	37.50	27	24
7	*	0.00		12.00	*	32.00	59.09	56.00	22	25
8		4.17	*	8.33		50.00	*	37.50	*	24
All Grades	*	1.37	*	6.85	33.93	47.95	57.14	43.84	56	73

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	12.50	48.15	54.17	*	33.33	27	24
7	*	4.00	*	48.00	*	48.00	22	25
8		8.33	*	37.50	*	54.17	*	24
All Grades	*	8.22	50.00	46.58	32.14	45.21	56	73

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	59.26	54.17	*	33.33	*	12.50	27	24
7	54.55	44.00	*	28.00	*	28.00	22	25
8	*	45.83	*	41.67	*	12.50	*	24
All Grades	58.93	47.95	26.79	34.25	*	17.81	56	73

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	4.17	85.19	95.83	27	24
7		0.00	*	28.00	90.91	72.00	22	25
8		12.50	*	12.50	*	75.00	*	24
All Grades		4.11	*	15.07	87.50	80.82	56	73

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		12.50	81.48	75.00	*	12.50	27	24
7	*	0.00	72.73	72.00	*	28.00	22	25
8	*	0.00	*	83.33	*	16.67	*	24
All Grades	*	4.11	75.00	76.71	21.43	19.18	56	73

Conclusions based on this data:

1. ELPAC was not administered to all ELD students in the '19 - '20 school year due to the Covid-19 Pandemic School Closure. Results from parts administered do not reflect an accurate sample from the student population.

2. Data represented here are old data not reflective of most updated information.

3. Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
513	**74.7**	**14.0**	**4.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	72	14.0
Foster Youth	21	4.1
Homeless	21	4.1
Socioeconomically Disadvantaged	383	74.7
Students with Disabilities	100	19.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	100	19.5
American Indian	1	0.2
Asian	8	1.6
Filipino	8	1.6
Hispanic	332	64.7
Two or More Races	18	3.5
Pacific Islander	1	0.2
White	43	8.4

Conclusions based on this data:

1. 75% of Eliot students are identified as Socioeconomically Disadvantaged. This creates a specific area that teachers should be mindful of within their classrooms. Ongoing professional development on the emotional impacts and behavioral ramifications of being in a home that is Socioeconomically Disadvantaged, and Trauma Responsive Classroom practices should continue, with in classroom support being given as well.

2. The second largest subgroup of students at Eliot is Students with Disabilities. With 20% of students identified in this subgroup, Inclusion practices and IEP/504 Compliance practices should also be included in professional development for all subjects.

3. The two largest ethnic groups at Eliot are Hispanic students, representing 65% of the school population, and African Americans, representing 20% of the school population. However, these two ethnic groups still lag behind White students in achievement scores. As a result, focusing on closing the achievement gap for our Hispanic and African American students should be an emphasis in the classroom.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Red		

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.

2. Alternate assessment data will be used to track student and school progress, including local interim benchmark assessments.
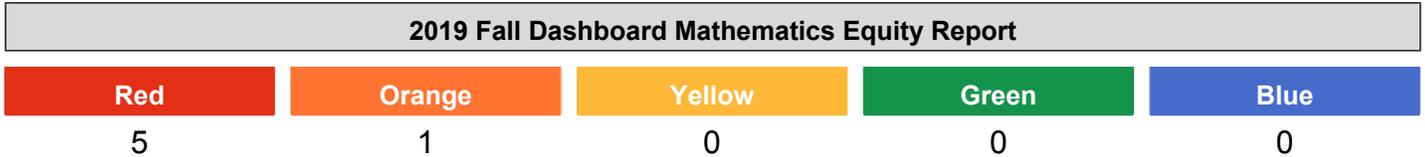
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
66.3 points below standard	104 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4 points	Declined -4.1 points	
461	138	8

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
110.9 points below standard	78.5 points below standard	131.4 points below standard
Declined -13.2 points	Maintained -1.5 points	Declined -14.3 points
35	360	94

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
89.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.4 points	1	8	7
87			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
70.4 points below standard	54.9 points below standard	0 Students	5.4 points below standard
Increased ++3 points	16		Increased Significantly ++18.3 points
302			38

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
155.6 points below standard	71.9 points below standard	54.7 points below standard
Declined Significantly -15.4 points	Increased ++8.1 points	Increased ++4.7 points
53	85	243

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.

2. Alternate assessment data will be used to track student and school progress, including local interim benchmark assessment data.

**3.** Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
120.5 points below standard	165.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Declined Significantly -18 points	
458	136	8
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
163.6 points below standard	132.3 points below standard	181.7 points below standard
Maintained -2.6 points	Declined -5.9 points	Declined -14.9 points
35	358	91

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
148.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1 points	1	8	7
86			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color		Orange
123.3 points below standard	106.8 points below standard		77.3 points below standard
Maintained ++1 points	16		Declined -4.7 points
300			38

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
211.6 points below standard	136.6 points below standard	105.1 points below standard
Declined Significantly -24.5 points	Declined -6.3 points	Maintained ++2.4 points
53	83	242

Conclusions based on this data:

1. CAASPP data was not available for the '19 - '20 school year as the test was not administered in 2020 due to the Covid-19 Pandemic School Closure.

2. Alternate assessment data will be used to track student and school progress, including local interim benchmark assessments.

3. Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
29.6 making progress towards English language proficiency
Number of EL Students: 71
Performance Level: VeryLow
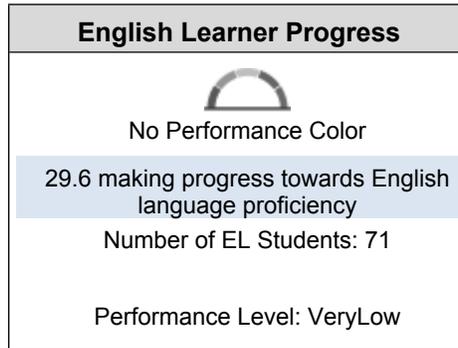
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7	43.6		29.5

Conclusions based on this data:

1. ELPAC was not administered to all ELD students in the '19 - '20 school year due to the Covid-19 Pandemic School Closure. Results from parts administered do not reflect an accurate sample from the student population.

2. Previous Single Plan conclusions on this data are unchanged.

School and Student Performance Data

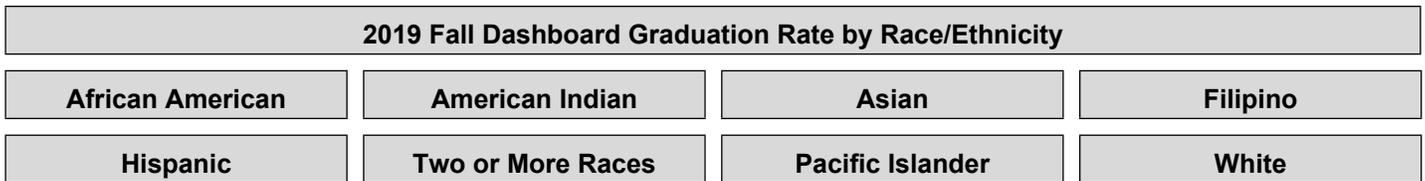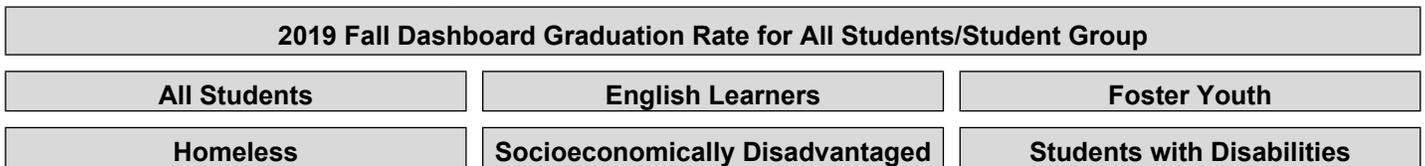## Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
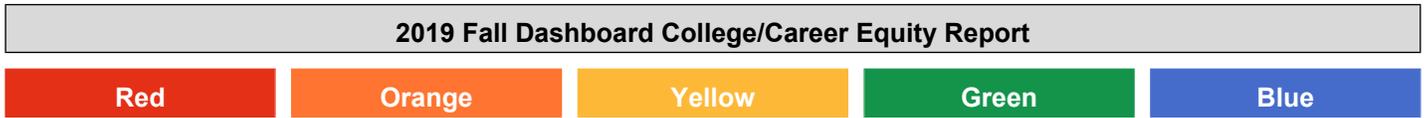
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance
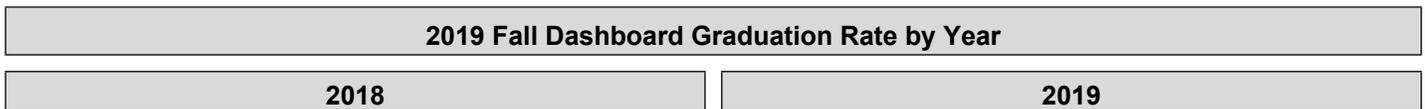
This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
3	3	2	0	0
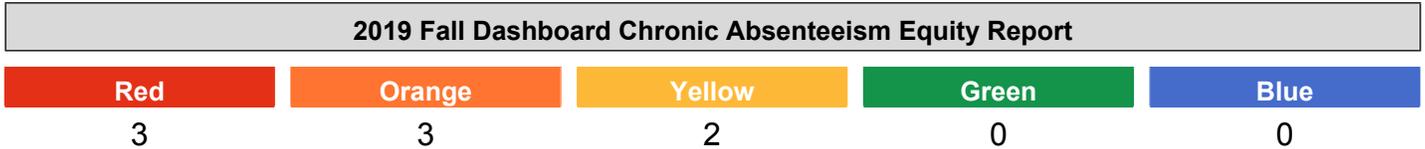
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Red
12.8	23.3	60
Increased +2.2	Increased +8.8	Increased +25
548	86	35

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Red
13.9	14.1	27
Declined -15.1	Increased +1.8	Increased +4.1
36	426	137

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
16.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.3	1	9	8
116			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
11.8	15.8	Less than 11 Students - Data Not Displayed for Privacy	12.5
Increased +1.5	Increased +15.8	1	Declined -0.5
346	19		48

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	5	0	0	0
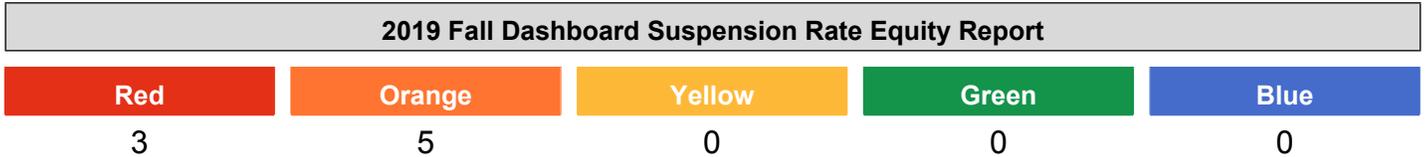
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Red
18.6	31.1	56.3
Declined -1.4	Increased +13.4	Increased +8.2
571	90	48
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
25.6	19.5	29.5
Declined -13.1	Declined -2.1	Maintained +0.2
39	447	146

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
27.4	Less than 11 Students - Data 1	Less than 11 Students - Data 9	Less than 11 Students - Data 8
Declined -5.3			
124			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
16	19	Less than 11 Students - Data 1	18
Declined -0.4	Declined -9.5		Declined -4.9
357	21		50

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	20	18.6

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

1. By January 2022, 45% of students will score proficient or advanced on the second administration of the local reading benchmark assessment, thereby increasing the number of students on grade level by 10%.

2. By January 2022, the average score for all students will increase by 10% or more from a baseline of 789 on the second administration of the interim reading benchmark assessment, scoring at least 867, and reducing the school wide distance from median proficiency score from 266 to 188.

Identified Need

1. 64.8% of students were scoring below grade level on the second administration of HMRI.
2. 43.3% of all students were scoring below basic on the second administration of the HMRI.
3. School wide average of 789 SRI Proficiency Band on the second administration of the HMRI is 266 points below the median SRI Proficiency Band for middle school.
4. Only 35.2% of students were scoring Proficient or Advanced on the HMRI.
5. Data chats and other interventions were not administered with fidelity, and in many cases not administered at all due to the Covid-19 Pandemic. Individual data chats need to resume with full fidelity during the '21-'22 school year.
6. Student participation rates were low during distance learning. In person learning in '21-'22 should place emphasis on individual contact and feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 HMRI Assessment, 2nd administration	1. 64.8% of students were scoring below grade level on the second administration of HMRI. 2. 43.3% of all students were scoring below basic on the second administration of the HMRI. 3. School wide average of 789 SRI Proficiency Band on the second administration of the HMRI is 266 points below the median SRI Proficiency Band for middle school.	45% or more students will score on grade level proficient or higher on the 2nd administration of the local reading benchmark assessment. The school wide average on the 2nd administration of the local reading benchmark assessment will be 867 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4. Only 35.2% of students were scoring Proficient or Advanced on the HMRI.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher professional development to support readers and writers workshop approach across subjects during A Monday Professional Development, and District level training as available. Through Workshop Model, teachers will give one on one feedback and instruction and intervention to all students for revision of work in order to move them closer to grade level.

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)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

$10,000 allocated from S/C funding for coverage for teacher supplemental to offer after school tutoring and other enrichment opportunities.

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)
10,000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher data chats with all students (focusing on students below grade level) and ongoing intervention efforts through workshop model to reteach standards wherein students underperformed.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA Team evaluation of IAB data during A Monday professional development, with discussions on effective and ineffective strategies on reteaching standards; emphasis will be placed on implementing strategies with high effectiveness as documented by John Hattie in "Visible Learning".

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)

0   None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Performing Block Grant Students

Strategy/Activity

Identified students in the Low Performing Block Grant will work with assigned mentors to improve overall performance; partnership with Pacific Oaks.

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)

0	None Specified

Strategy/Activity 6
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)
0	None Specified

Strategy/Activity 7
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)
0	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

1. By January 2022, the school wide average score on the interim math assessment benchmark will increase by 10% of the baseline of 443 to be 487 or higher and will reduce the distance from the median on-grade level score to 53 or less.

2. By January 2022, 27% of students or more will score on grade level on the interim math benchmark assessment, thereby increasing the number of on grade level students 10% or more.

Identified Need

1. School wide average score on the second administration of the iReady Math assessment was 443; 97 points below the middle school median on-grade level score.
2. 16.7% of students scored on grade level on the second administration of the iReady Math assessment; 83.3% scored below grade level.
3. Math continues to be an area of concern at Eliot, with grades far below grade level.
4. Many students express a disconnect from math as relevant to their lives. Increased practical applications of math topics should be presented to students; teachers will need additional support/training in relevant math activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Interim Assessments	1. The average score on the iReady Math 2nd benchmark assessment was 443 points. 2. The average score was 97 points below the middle school median on-grade level score. 3. 16.7% of students scored on grade level.	Students' average score on the second administration of the interim math benchmark assessment will be 487 points or higher. The average score of the interim math benchmark assessment will be 53 or fewer points below grade level. 27% of students or more will score on grade level average on the second administration of the interim math benchmark assessment.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher professional development to support math workshop approach during A Monday Professional Development, and District level training as available.
Through Workshop Model, teachers will give one on one feedback and instruction to students for revision of work.

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)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After school tutoring and enrichment, sum of $10,000 as noted in GOAL 1, inclusive for both Math and English.

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)
0	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher data chats with all students (focusing on students below grade level) and ongoing intervention efforts through workshop model to reteach standards wherein students underperformed.

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)
0	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Team evaluation of IAB data during A Monday professional development, with discussions on effective and ineffective strategies on reteaching standards; emphasis will be placed on implementing strategies with high effectiveness as documented by John Hattie in "Visible Learning".

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)
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Performing Block Grant Students

Strategy/Activity

Identified students in the Low Performing Block Grant will work with assigned mentors to improve overall performance; partnership with Pacific Oaks.

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)
0	None Specified

Strategy/Activity 6

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)
0	None Specified

Strategy/Activity 7
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)
0	None Specified

Strategy/Activity 8
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)
0	None Specified
0	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

1. By January 2022, students identified as African American will increase scores on the second administration of the interim reading benchmark assessment by 10%, scoring an average of 829, and reducing the grade level gap from 301 points below grade level to 226 points below grade level.
2. By January 2022, students identified as African American will increase scores on the second administration of the interim math benchmark assessment by 10%, scoring an average of 481, and reducing the grade level gap from 103 points below grade level to 59 points below grade level.
3. By January 2022, students identified as Hispanic will increase scores on the second administration of the interim reading benchmark assessment by 10%, scoring an average of 824, and reducing the grade level gap from 306 points below grade level to 231 points below grade level.
4. By January 2022, students identified as Hispanic will increase scores on the second administration of the interim math benchmark assessment by 10%, scoring an average of 480, and reducing the grade level gap from 104 points below the median on-grade level to 60 points below median grade level.

Identified Need

1. Students identified as African American scored an average of 754 on the second administration of the HMRI, 34 points lower than the school wide average and 301 points below the median middle school SRI Proficiency Band.
2. Students identified as African American students scored an average of 437 on the second administration of the iReady math assessment, 7 points lower than the school wide average, and 103 points lower than the median on-grade level score.
3. Students identified as Hispanic scored an average of 749 on the second administration of the HMRI, 40 points lower than the school wide average and 306 points below the median middle school SRI Proficiency Band.
4. Students identified as Hispanic scored an average of 436 on the second administration of the iReady Math assessment, 8 points lower than the school wide average, and 104 points below the median on-grade level score.
5. Staff development on working with minority students in a school setting to focus on specific strategies to target motivation and developmental progress for these subgroups.
6. Greater representation and collaboration with community members who reflect the minority student body to provide opportunity for disenfranchised minority students to be exposed to like individuals on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Interim Assessments	1. African American students scored an average score of 437 points on the second administration of the interim assessment. 2. African American students scored 7 points below the school wide average and 103 points below the median on-grade level average. 3. Hispanic students scored an average score of 436 on the second administration of the interim assessment. 4. Hispanic students scored 8 points below the school wide average and 104 points below the media on-grade level average.	1. African American students will score 829 or higher on the interim benchmark assessment. 2. African American students will reduce the on-grade level gap by 103 points or more, reducing the gap to 59 points or less. 3. Hispanic students will score an average of 480 or higher on the interim benchmark assessment. 4. Hispanic students will reduce the on-grade level gap by 104 points or more, reducing the gap to 60 points or less.
HMRI Interim Assessments	1. African American students scored an average score of 754 points on the second administration of the interim assessment. 2. African American students scored 34 points below the school wide average and 301 points below the median on-grade level average. 3. Hispanic students scored an average score of 749 on the second administration of the interim assessment. 4. Hispanic students scored 40 points below the school wide average and 306 points below the median on-grade level average.	1. African American students will score 824 or higher on the interim benchmark assessment. 2. African American students will reduce the on-grade level gap to 103 points or less. 3. Hispanic students will score an average of 824 or higher on the interim benchmark assessment. 4. Hispanic students will reduce the on-grade level gap to 231 points or less.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American and Hispanic Students

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers in the use and implementation of Task Cards to assist students struggling in certain areas. Follow up support by the Instructional Coach and Administration on implementation in class in order to help students work on specific strategies to improve math and English practices; student use of academic language in class conversation, data chats with teachers, and providing reasoning behind problem solving.

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)
0	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American and Hispanic Students

Strategy/Activity

Professional Development for teachers during A Monday PD time to train math teachers in the use and implementation of Canvas feature that offers differentiation for students based on assessment results. Follow up support by the Instructional Coach and Administration on implementation in class. In addition to differentiated teacher instruction through workshop model, students will have access to differentiated work online.

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)

0

Source(s)

None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American and Hispanic Students

Strategy/Activity

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

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American and Hispanic Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American and Hispanic Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 4

1. By January 2022, students identified as socioeconomically disadvantaged will increase scores on the second administration of the interim reading assessment by 10%, scoring an average of 805, and reducing the grade level gap from 323 points below the median middle school proficiency score to 250 points below the median middle school proficiency score.

2. By January 2022, students identified as socioeconomically disadvantaged will increase scores on the second administration of the interim math assessment by 10%, scoring an average of 481, and reducing the grade level gap from 105 points below the median on-grade level average to 59 points below on-grade level average.

Identified Need

1. Students identified as socioeconomically disadvantaged scored an average of 732 on the second administration of the HMRI, 57 points below the school wide average and 323 points below the median middle school proficiency score.

2. Students identified as socioeconomically disadvantaged scored an average of 437 on the second administration of the iReady math assessment, 6 points below the school wide average and 105 points below the median on-grade level average.

3. Students identified as socioeconomically disadvantaged experienced additional stressors during the Covid-19 Pandemic school closure compared with students from higher socioeconomic strata, with low SES students reporting high levels of wifi issues and related school absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI 2nd Interim Assessments	1. Socioeconomically disadvantaged students scored an average of 732. 2. Socioeconomically disadvantaged students scored 57 points below the school wide average and 323 points below the median middle school proficiency score.	1. Socioeconomically disadvantaged students will score an average of 805 or higher. 2. Socioeconomically disadvantaged students will score 250 points or less below the median middle school proficiency score.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady 2nd interim assessments	1. Socioeconomically disadvantaged students scored an average of 437. 2. Socioeconomically disadvantaged students scored 6 points below the school wide average and 105 points below the median on-grade level average.	1. Socioeconomically disadvantaged students will score an average of 481 or higher. 2. Socioeconomically disadvantaged students will score 59 points or less below on-grade level average.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers in the use and implementation of Task Cards to assist students struggling in certain areas. Follow up support by the Instructional Coach and Administration on implementation in class in order to help students work on specific strategies to improve math and English practices; student use of academic language in class conversation, data chats with teachers, and providing reasoning behind problem solving.

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)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Hispanic

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers in the use and implementation of Canvas feature that offers differentiation for students based on assessment results. Follow up support by the Instructional Coach and Administration on implementation in class.   In addition to differentiated teacher instruction through workshop model, students will have access to differentiated work online.

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)
0	None Specified

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)
0	None Specified

Strategy/Activity 4
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)
0	None Specified

Strategy/Activity 5
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)
0	None Specified

Strategy/Activity 6

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)
0	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 5

1. By January 2022, students identified as students with disabilities will increase scores on the second administration of the interim reading assessment by10%, scoring an average of 562, and reducing the grade level gap from 544 points below the median middle school proficiency score to 493 points below the median middle school proficiency score.

2. By January 2022, students identified as students with disabilities will increase scores on the second administration of the interim math assessment by 10%, scoring an average of 469, and reducing the grade level gap from 114 points below the median on-grade level average to 59 points below on-grade level average.

Identified Need

1. Students identified as students with disabilities scored an average of 511 on the second administration of the HMRI, 278 points below the school wide average and 544 points below the median middle school proficiency score.
2. Students identified as students with disabilities scored an average of 426 on the second administration of the iReady math assessment, 17 points below the school wide average and 114 points below the median on-grade level average.
3. Students with disabilities continue to significantly underperform their peers by significant margins; these students represent the greatest deficit in reading and math in both on-grade level deficit and deficit from school wide averages.
4. RSP has not been a program at Eliot; students do not get support in a general education classroom, but get support through either a specialized academic content class or assistance in a specialized academic instruction advisory. RSP could help to show gains by supporting students inside a general education classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI Benchmark 2nd administration	1. Students with disabilities scored an average of 511. 2. Students with disabilities scored an average of 544 points below the median middle school proficiency score.	1. Students with disabilities will score an average of 562 or greater. 2. Students with disabilities will score an average of 493 or less below the median middle school proficiency score.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Benchmark math 2nd administration	1. Students with disabilities scored an average of 426. 2. Students with disabilities scored and average of 114 points below the median on-grade level average.	1. Students with disabilities will score an average of 469 or greater. 2. Students with disabilities will score and average of 59 points or less below the median on-grade level average.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers in the use and implementation of Task Cards to assist students struggling in certain areas. Follow up support by the Instructional Coach and Administration on implementation in class in order to help students work on specific strategies to improve math and English practices; student use of academic language in class conversation, data chats with teachers, and providing reasoning behind problem solving.

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)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers in the use and implementation of Canvas feature that offers differentiation for students based on assessment results. Follow up support by the Instructional Coach and Administration on implementation in class. In addition to differentiated teacher instruction through workshop model, students will have access to differentiated work online.

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)
0	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

1. By January 2022, students identified as English Language Learners will increase scores on the second administration of the interim reading assessment by10%, scoring an average of 430, and reducing the grade level gap from 664 points below the median middle school proficiency score to 625 points below the median middle school proficiency score.

2. By January 2022, students identified as English Language Learners will increase scores on the second administration of the interim math assessment by 10%, scoring an average of 455, and reducing the grade level gap from 126 points below the median on-grade level average to 85 points below on-grade level average.

Identified Need

1. Students identified as English Language Learners scored an average of 391 on the second administration of the HMRI, 398 points below the school wide average and 664 points below the median middle school proficiency score.

2. Students identified as English Language Learners scored an average of 414 on the second administration of the iReady math assessment, 29 points below the school wide average and 126 points below the median on-grade level average.

3. Students identified as English Language Learners continue to need additional specific assistance through SDAIE strategies, as well as additional time spent in practicing the English Language speaking and writing conventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI interim benchmark assessment 2nd administration.	1. Students identified as English Language Learners scored an average of 391. 2. Students identified as English Language Learners scored an average of 664 points below the median middle school proficiency score.	1. Students identified as English Language Learners will score an average of 430 or higher. 2. Students identified as English Language Learners will score an average of 625 or less below the median middle school proficiency score.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady math Interim Benchmark 2nd administration.	1. Students identified as English Language Learners scored an average of 414. 2. Students identified as English Language learners scored an average of 126 points below the median on-grade level average.	1. Students identified as English Language Learners will score an average of 455 or higher. 2. Students identified as English Language Learners will score an average of 85 points or less below the median on-grade level average.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Full time ELD teacher, 0.4 FTE Salary and benefits. Teacher to teach 3 grade level ELD classes, twice yearly data chats with parents, creation and implementation of Individual Learning Plans for ELs that have reclassified but continue to underperform, administer ELPAC practice tests with students, and assist in end of year ELPAC assessment

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

Amount(s)	Source(s)
30,794	Title I

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)

	None Specified

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)
0	Title I

Strategy/Activity 4
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)
0	None Specified

Strategy/Activity 5
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)
0	None Specified

Strategy/Activity 6
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)

0

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 7

School wide culture and climate will show positive gains by having increased participation in school wide clubs, mentorship programs and reductions in overall chronic absenteeism as measured by quarterly school data. Eliot will have 8% or less suspension rate, and 98% or higher attendance rate.

Identified Need

1. Historical data demonstrates that Eliot Arts Magnet has had high levels of suspensions with upward of 10% of students being suspended during the school year.

2. Historical data demonstrates that Eliot Arts Magnet has relatively high levels of Chronic absenteeism with 5% of students showing Chronic Absenteeism.

3. During the Covid-19 Pandemic Closure, unusually high levels of Chronic Absenteeism and low levels of suspensions occurred.

4. New strategies for student engagement and improved social emotional/ trauma responsive practices should be implemented to reduce suspensions and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Student Information System	Suspensions fell to less than 1% of the student body according to SIS data. Chronic absenteeism was greater than 5% of the population.	Suspensions will be at 8% or lower. Attendance rate will be 97% or higher.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Novelly Club - a free club that reads books representing various populations including underrepresented groups and relevant topics of concern to underrepresented groups. The club will also support inclusivity and acceptance activities across campus.

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)

0

Source(s)

None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Where Everybody Belongs (WEB) training for principal and 1 teacher; staff training in purpose and plan behind the WEB program and selection of students to engage in mentorship 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)

None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Thrively SEL curriculum implemented 1x/week in classes. Training for staff during A Monday Professional Development Time. District CWA office to support in providing access to Thrively curriculum.

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)

0

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

New goals as well as new strategies have been implemented.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 8

1. Active Parent Portal accounts, and Parents listed as observers on Canvas will increase over the baseline.
2. All parent groups, including English Language Advisory Committee, African American Parent Committee, Parent Teacher Student Association, and Annual Fund will show increased attendance and membership.
3. Parent attendance at school wide celebration events such as arts showcases and plays will increase.

Identified Need

1. Historical data has shown an increased percentage of parents participating in some school committees and enrolling in Parent Portal, but numbers have failed to meet prior SPSA Goal targets. Additional strategies to engage parents in enrolling must be implemented; this includes considering ways to hold breakout committee events when there are student recreational evenings on campus. Funding to support these will be needed.
2. African American Parent Committee in particular continues to have very low attendance rates. Specific events to engage African American families should be put in place.
3. Parent attendance at school wide celebration events has shown increasing participation year over year, however no formal system to track attendance has been developed.   Tracking programs to measure attendance need to be created and implemented.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SSC will have 11 or more monthly participants. PTSA will have 25 or more monthly participants.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased school focus to encourage and provide opportunity for parents to sign up for parent portal during registration, and other parent evening events.
Increase outreach through all social media and communication channels to encourage parents to participate in parent groups and attendance at school events.

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)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplies for parent involvement, including material costs for parent engagement meetings, funding from Title 1 Parent Involvement not to exceed $1,741.38

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)
1741.38	Title I

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)

0   None Specified

Strategy/Activity 4
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)

0   None Specified

Strategy/Activity 5
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)

0   None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

New goals as well as new strategies have been implemented.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 9

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

Identified Need

1. Continued employment of artists in residence to support teachers in expanded arts integration activities on campus relating to core content areas.
2. Increasing band elective options from 3 periods per day to 6.
3. Adding a robotics/Fab Lab (STEAM) elective for 1 period per day.
4. Funding a Choir/Modern band elective for 2 periods per day.

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase Arts electives by increasing band teacher position from 0.6 FTE to 1.0 FTE and adding a strings and a percussion section, and changing choir from a 0.5 FTE to a Modern Band/Choir 0.5 FTE. Includes $56,318 for 0.5 Modern Band/Choir teacher, paid from Title 1 funds.

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)
56,318	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3 Artists in Residence to collaborate with teachers on lesson planning for arts integration and helping to plan and implement school wide arts activities such as Theater performances, and arts showcases. Allocation of $45,000 from S/C funds for artists' salaries.

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)
45,000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Amount(s)	Source(s)
	Title I

Strategy/Activity 4
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)
0	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

N/A

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

This is a new goal.

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	$103,437.20
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$103,437.20
Other State/Local Funds provided to the school	$67,025.00

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	$103,437.20

Subtotal of additional federal funds included for this school: $103,437.20

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)	$67,025.00

Subtotal of state or local funds included for this school: $67,025

Total of federal, state, and/or local funds available for this school: $170,462.20

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	103,437.20	14,583.82
LCFF - Supplemental and Concentration (S/C)	67,025.00	12,025.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	55,000.00
None Specified	0.00
Title I	88,853.38

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Lori Touloumian	Principal
Sydney Minckler	Classroom Teacher
Siran Schanen	Classroom Teacher
Bethel Lira	Classroom Teacher
Nia Bailey	Parent or Community Member
Gary Day	Parent or Community Member
Karen Moran	Parent or Community Member
Morely Parades	Parent or Community Member
John Maynard	Other School Staff
Maya Day	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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/13/2021.

Attested:

Principal, Lori Touloumian on 5/14/2021

SSC Chairperson, Sydney Minckler on 5/14/2021

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

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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 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

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

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: <u>Eliot</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	370	$65,179.20

Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2021-2022

Problem Statement	Long-term Outcome (Outcome/Need)
Historical data suggests that student achievement has stagnated at levels that are below grade level.	Students will experience accelerated learning so that their achievement gains can close the achievement gap.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Teachers are provided with professional development and support to develop school-wide and classroom norms, expectations, and community.	Students will experience common expectations for academic and social protocols while at school.	Students and teachers will utilize a common language to express school-wide expectations and goals.	The construction of a school-wide environment conducive to academic rigor and acceleration.
Professional development is provided on the workshop model (including components of reteaching while accelerating learning) using current district resources for all grades and subjects.	Teachers will accelerate the implementation and integration of the workshop model within their weekly instructional practices.	Teachers will implement the use of the workshop model at a minimum of once weekly focusing on at-promise students in order to reteach and accelerate them closer to grade level.	Teachers will implement the use of the workshop model at a minimum of twice-weekly focusing on meeting the needs of all levels of learners in the class.
Professional development is provided on effective instruction of goal setting and habit tracking for students.	Advisory teachers will be able to guide students in both the development of personal and academic goals; as well as, creating a method for breaking those goals into smaller actions.	Advisory teachers and students work as a team to monitor goal progress, adjust habits for additional success, and celebrate goal achievements.	Students setting and monitoring their own goals while advisory teachers conference about their progress and challenges.

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Pasadena Unified School District
(for each specific goal)
If… Then… So that… Which leads to…
(Provide your Theory of Action here)

IF	Teachers are provided with professional development and support to develop school-wide and classroom norms, expectations, and community.
THEN	Students will experience common expectations for academic and social protocols while at school.
SO THAT	Students and teachers will utilize a common language to express school-wide expectations and goals.
WHICH LEADS TO	The construction of a school-wide environment conducive to academic rigor and acceleration.

Pasadena Unified School District

IF	Professional development is provided on the workshop model (including components of reteaching while accelerating learning) using current district resources for all grades and subjects.
THEN	Teachers will accelerate the implementation and integration of the workshop model within their weekly instructional practices.
SO THAT	Teachers will implement the use of the workshop model at a minimum of once weekly focusing on at-promise students in order to reteach and accelerate them closer to grade level.
WHICH LEADS TO	Teachers will implement the use of the workshop model at a minimum of twice-weekly focusing on meeting the needs of all levels of learners in the class.

IF	Professional development is provided on effective instruction of goal setting and habit tracking for students.
THEN	Advisory teachers will be able to guide students in both the development of personal and academic goals; as well as, creating a method for breaking those goals into smaller actions.
SO THAT	Advisory teachers and students work as a team to monitor goal progress, adjust habits for additional success, and celebrate goal achievements.
WHICH LEADS TO	Students setting and monitoring their own goals while advisory teachers conference about their progress and challenges.

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Charles W. Eliot Middle

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Lori Touloumian, Principal

📍 Principal, Charles W. Eliot Middle

About Our School

Dear Families,

I want to thank you for your interest in Eliot Arts Magnet. At Eliot, we know how crucial the middle grades are for educational and social development. We, therefore, aim to provide your child with a safe, enriching, and relevant environment that nurtures both academics and creativity.

Eliot Arts have a rich history as the only middle school in Altadena and continue to serve the Alta-Pasa communities. Our dedicated teachers are highly educated and trained in arts integration. Through an arts-integrated approach, teachers connect traditional subjects with real-world experience and arts-infused project-based learning and performances. We value academic rigor, critical thinking, and engaging in art as a process.

As an innovative Arts Magnet school, we offer an array of music, dance, theatre, and visual arts courses in state-of-the-art facilities, such as our Mac lab and ceramics studio. Additionally, we expose students to a wide variety of art exhibitions and performances through field trip opportunities such as plays at The Pasadena Playhouse and dance concerts at UCLA's Royce Hall. Our programming also includes our professional partners: Light Bringer Project, The Huntington Library, Lineage Dance, Little Kids Rock, and our Artists-in-Residence, who mentor our teachers and students in the classroom. The combination of these resources results in fantastic student artwork and performances at Harmony and Metamorphosis, our biannual showcases, as well as in our annual spring musical. Our well-rounded academic and arts program, ignites our students' full potential in performance and technical skills, both on stage and behind the scenes. What our students are able to produce at Eliot is truly remarkable, inspiring, and what brings my soul joy!

Thank you for visiting, and we look forward to welcoming you to the Eliot Arts Family.

GO HUSKIES!

Lori Touloumian
Principal

Contact

Charles W. Eliot Middle
2184 North Lake Ave.
Altadena, CA 91001-2443

Phone: 626-396-5680
Email: *touloumian.lori@pusd.us*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Charles W. Eliot Middle
Street	2184 North Lake Ave.
City, State, Zip	Altadena, Ca, 91001-2443
Phone Number	626-396-5680
Principal	Lori Touloumian, Principal
Email Address	touloumian.lori@pusd.us
Website	http://eliot.pusd.us
County-District-School (CDS) Code	19648816058465

Last updated: 12/31/2019

School Description and Mission Statement (School Year 2019—20)

Eliot Arts Magnet Academy community honors our PUSD Culture and Values while pursuing our school's vision of becoming a Premier Arts Academy and Community Center for the Arts, nurturing the Communication, Collaboration, Critical Thinking, Creativity/Innovation and Cultural Competency skills necessary for success in the 21st century. Students will perform in state-of-the-art facilities and create with the latest technologies.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	177
Grade 7	191
Grade 8	145
Total Enrollment	513
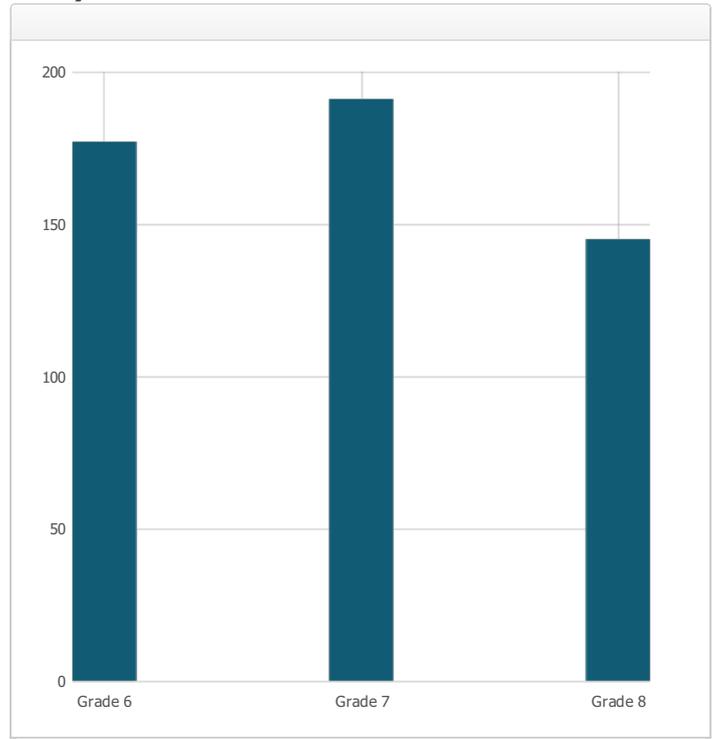
Last updated: 12/31/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	19.50 %
American Indian or Alaska Native	0.20 %
Asian	1.60 %
Filipino	1.60 %
Hispanic or Latino	64.70 %
Native Hawaiian or Pacific Islander	0.20 %
White	8.40 %
Two or More Races	3.50 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.70 %
English Learners	14.00 %
Students with Disabilities	19.50 %
Foster Youth	4.10 %
Homeless	4.10 %

# A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	23	20	718
Without Full Credential	0	0	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
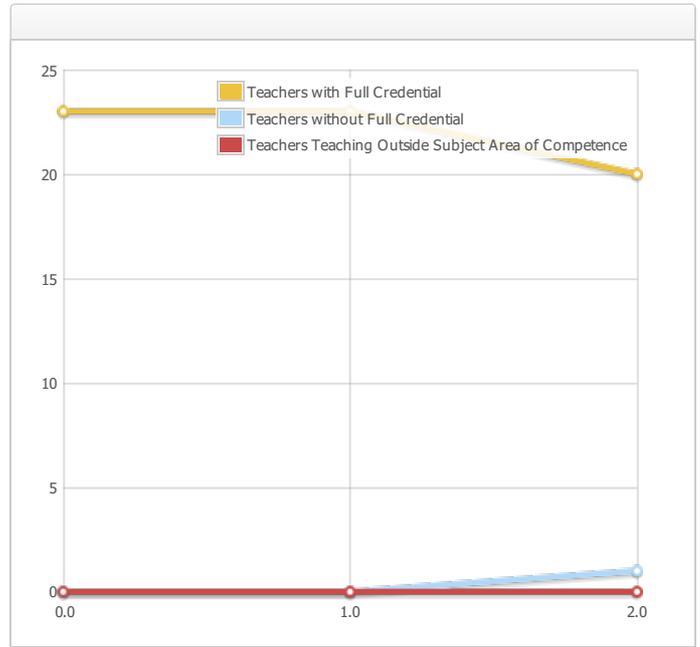
Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	1
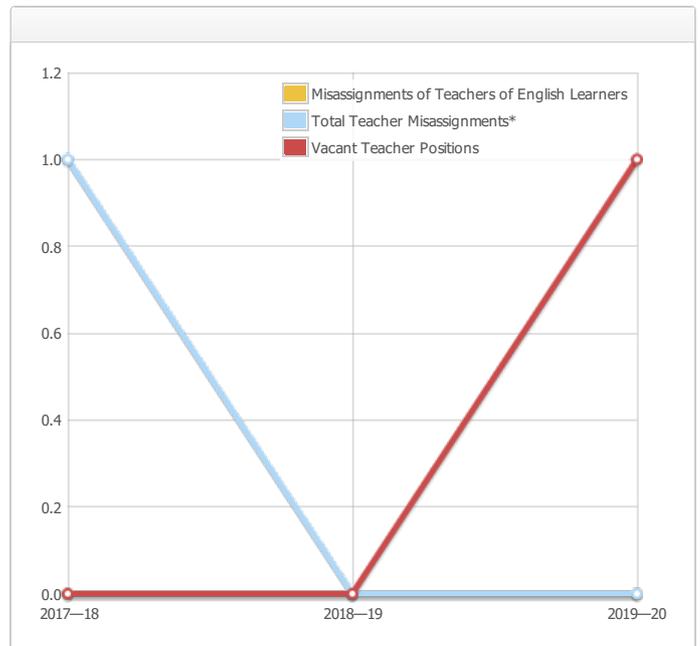
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010	Yes	0.00 %
Mathematics	MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017 MATH 6-8 Amazon TenMarks 6th-12th Mathematics Holt, Rinehart & 2008	Yes	0.00 %
Science	6SCI 6 CPO CPO Focus on Earth 6th 2007 7SCI 7 CPO CPO Focus On Life 7th 2007 8SCI 8 CPO CPO Focus On Physical Science 8th 2007	Yes	0.00 %
History-Social Science	6HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 7HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006 8HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006 6th-8th Social Science/History Glencoe 2006	Yes	0.00 %
Foreign Language	Spanish 1 6.7.8 Prentice Hall Realidades 2004 Spanish 1 6, 7, 8 Houghton Mifflin Avancemos 1 2013	Yes	0.00 %
Health	Teen Talk – Health Connected, Advocates for Youth 2016	Yes	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Orders have been or will be issued.
Interior: Interior Surfaces	Poor	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Work Orders have been or will be issued.
Electrical: Electrical	Good	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	Work Orders have been or will be issued.
Structural: Structural Damage, Roofs	Fair	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair

Last updated: 1/10/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	24.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	14.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	486	477	98.15%	1.85%	24.11%
Male	230	224	97.39%	2.61%	16.07%
Female	256	253	98.83%	1.17%	31.23%
Black or African American	99	97	97.98%	2.02%	15.46%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	305	303	99.34%	0.66%	21.12%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	45	42	93.33%	6.67%	47.62%
Two or More Races	17	16	94.12%	5.88%	37.50%
Socioeconomically Disadvantaged	379	374	98.68%	1.32%	17.65%
English Learners	139	138	99.28%	0.72%	10.87%
Students with Disabilities	100	95	95.00%	5.00%	4.21%
Students Receiving Migrant Education Services					
Foster Youth	22	20	90.91%	9.09%	15.00%
Homeless	36	36	100.00%	0.00%	8.33%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	486	477	98.15%	1.85%	13.63%
Male	230	224	97.39%	2.61%	9.82%
Female	256	253	98.83%	1.17%	17.00%
Black or African American	99	97	97.98%	2.02%	6.19%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	305	303	99.34%	0.66%	10.89%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	45	42	93.33%	6.67%	38.10%
Two or More Races	17	16	94.12%	5.88%	25.00%
Socioeconomically Disadvantaged	379	374	98.68%	1.32%	9.63%
English Learners	139	138	99.28%	0.72%	2.90%
Students with Disabilities	100	95	95.00%	5.00%	1.05%
Students Receiving Migrant Education Services					
Foster Youth	22	20	90.91%	9.09%	5.00%
Homeless	36	36	100.00%	0.00%	2.78%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	8.77%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.00%	21.40%	24.40%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Every second Thursday of the month, Eliot Arts hosts all of our parent group meetings. The parent groups are the following:

English Language Advisory Council (ELAC), this committee is comprised of parents, staff and community members specifically designated to advise school officials on English Learners program services.

School Site Council (SSC), is a group of teachers, parents, classified employees that work collaboratively with the Principal to develop, review and evaluate school improvement programs and school budgets. Members of the site council are generally elected by their peers.

African American Parent Council (AAPC), consists of parents, teachers, administrators, and community members with the role to provide support to African American students and families in order to close the academic achievement gap.

Parent-Teacher-Student Association (PTSA). is a formal organization composed of parents, teachers, and staff that are intended to facilitate parental participation in a school.

Eliot Arts Magnet has an Annual Fund to support our arts integration program. The Eliot Annual Fund committee fundraises money specifically for Artist Residencies, Art Resources, and Artist Professional Development.

Pasadena Unified School District also provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
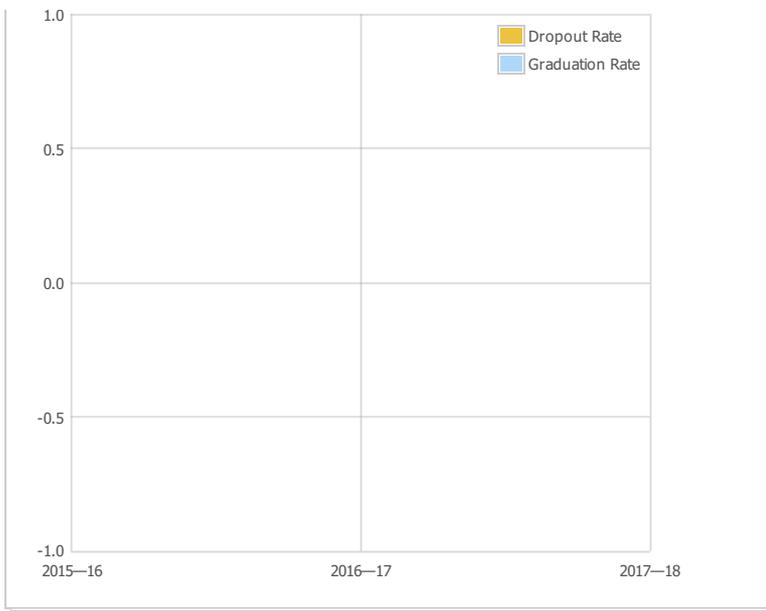
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/31/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	19.10%	20.00%	18.60%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern at Eliot Arts Magnet Academy. Students are supervised throughout the day. Supervision responsibility is shared among teachers, staff, and the administration.

Eliot Arts Magnet Academy has a designated area for student drop-off and pick-up. Visitors must sign in at the front office and wear a visitor's badge while on campus. The School Site Safety plan is updated annually by the principal and Safety Committee; revisions are shared immediately with all members of staff. The plan was most recently updated and reviewed with school staff in 2018.
The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a monthly basis.

Last updated: 1/21/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.00	12	32	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	24.00	11	3	17
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.00	11	11	7
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	12	6	1
Mathematics	17.00	12	6	
Science	19.00	6	7	2
Social Science	20.00	6	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	18.00	9	8	1
Mathematics	17.00	9	9	
Science	20.00	6	8	1
Social Science	21.00	5	8	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	7	6	3
Mathematics	19.00	9	6	3
Science	21.00	7	6	3
Social Science	22.00	6	4	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/31/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	570.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.90
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	0.10

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10559.73	$3753.92	$6805.82	$76978.26
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	12.82%	5.77%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-9.34%	-6.16%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Eliot has three artists in residence who provide arts integration professional development to teachers as well as classroom support to increase student achievement, school climate, and attendance.

Eliot has a Response to Intervention Coach who provides classroom climate coaching to teachers and Tier 1, 2, 3 interventions for students.

Eliot has and after school LEARNs program as well as many other after school opportunities including Ceramics, Harmony Project, Costume Shop, Room 13, and PCC Tutoring.

Eliot has a variety of engaging arts electives including dance, drama, visual art, choir, and band.

Eliot also has a wide range of advisory classes including Associated Student Body, Robotics, Advanced Dance, Rock Band, and Introductory Spanish.

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
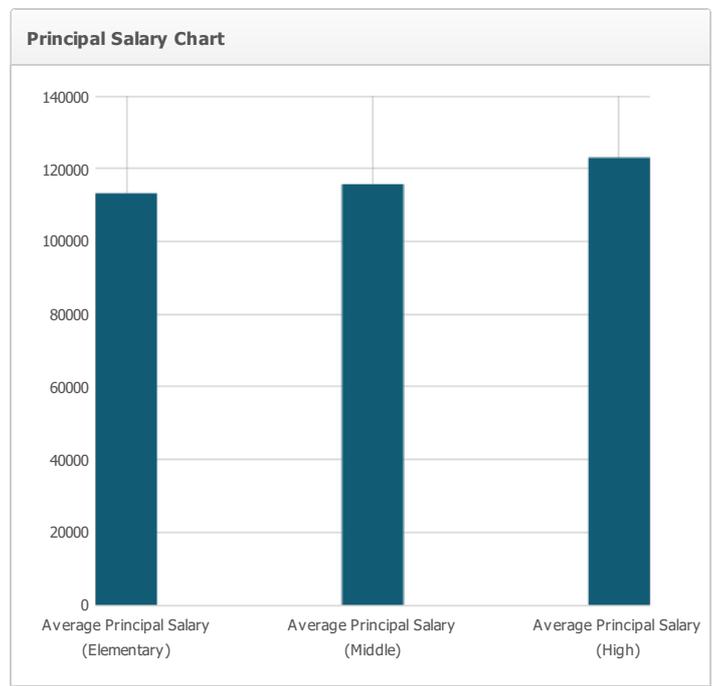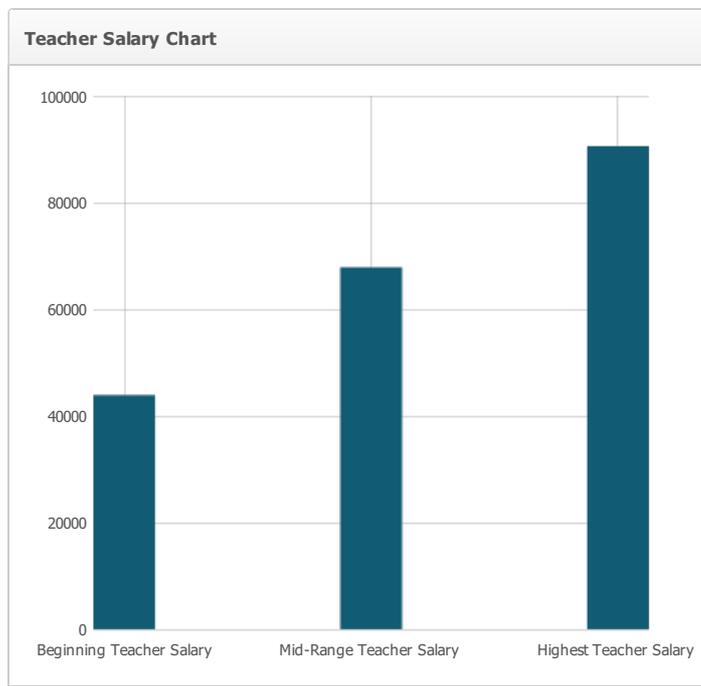
Last updated: 1/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

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

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

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

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

Updated 3/2021

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	x		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?		x	
Does the school testing calendar include GATE testing administered by classroom teachers?		x	
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?		x	

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
● Individual Learning Plan			
● Independent projects/Independent Study/Interest based enrichment opportunities			
● Curriculum compacting			
● IB program			
● Kaplan's prompts of depth and complexity			
● Thinking like a disciplinarian			
● Integration of creative and critical thinking clusters			
● Thematic learning across disciplines			
● Scholarly Dispositions			
	1	**2**	**3**
Middle School	x		

Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	x		
Are the following instructional options used in the development of the SPSA and GATE plan: • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory	x		
High School Do honors classes offered in the core subject areas provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?			
Are the following instructional options used in the development of the school SPSA and GATE Plan: • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the *GATE Principal Checklist* to ensure that GATE students are receiving an appropriate education?	x		
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the *GATE Principal Checklist* annually as needed?	x		
Does the School Site Council review and approve the *GATE Principal Checklist* annually?		x	
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	x		

Updated 3/2021

Is the *GATE Principal Checklist* developed in response to the specific and varied learning needs of the individual school population?		x	

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	x		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	x		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	x		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?		x	

Section 5: Professional Development
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individualized Learning Plan	x		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas) ● Differentiation of skill, product, process ● Critical and Creative thinking ● Independent Study/Developing an Interest ● Characteristics of Giftedness ● Scholarly Behaviors (Thinking like a Disciplinarian) ● Interdisciplinary lesson development	x		

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained. 6:2 An active GATE advisory committee with parent involvement is supported by the district.			
	1	**2**	**3**
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			x
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			x
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			x
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			x
Is the School GATE Plan shared with parents and the community effectively and systematically?		x	

Section 7: Program Assessment
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	**2**	**3**
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?		x	

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:

To develop a more robust GATE program at Eliot, a specific GATE PAC will be established and meetings held quarterly. These meetings will consist of no less than 4 individuals made up of parents, faculty and staff. The team will be established by end of September 2021, will meet at least twice prior to December 31, 2021, and will create for dissemination at least one schoolwide informational piece regarding GATE events within the first semester.

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

As an ARTS Magnet, our school has multiple avenues for students who are GATE identified to provide opportunities for students to express themselves in unique ways; with an emphasis on Arts Integration, all core academic classes include arts as a means of learning and demonstrating content knowledge. As part of the school's Climate and Culture goal, Eliot seeks to increase participation of all students in the arts showcases, which includes demonstrations of arts electives classes and arts integration demonstrations from core content classes.

Updated 3/2021

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

Laura Chaparian-Robles, Sydney Minckler, Fabiola Acevedo, Erika Moore, Bethel Lira, Jane Lambert

School: Eliot Arts Magnet

Date Approved By GATE Site Advisory Council:
N/A

Date Approved By School Site Council:
5/12/21

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic		date	topic
1st meeting	**9/15/21**	**Orientation**	**3rd meeting**	**2/9/21**	**Mid-Year Assessment Data Dive/Re-alignment**
2nd meeting	**11/10/21**	**Activity planning and communication**	**4th meeting**	**5/11/21**	**Evaluation and Next Steps**

Updated 3/2021

Title I SchoolLevel Parental Involvement Policy

Eliot Arts Magnet Academy

Eliot Arts Magnet Academy has developed a written Title I parental involvement policy with input from Title I parents. Eliot Arts Magnet Academy leadership team has reviewed the 2020- 2021 Single Plan for Student Achievement (SPSA), reviewed the parent involvement opportunities presented, and discussed these issues with the School Site Council.

The policy to be distributed to parents through letters, posting on the school website and Facebook pages, and in the weekly phone blast. All forms of sharing the policy will be in both English and Spanish.The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Eliot Arts Magnet Academy, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - Eliot Arts Magnet Academy provides the following meetings for parents to understand their ability and rights to be involved in Title 1 programs through:
    - School Site Council (SSC)
    - English Learners Advisory Committee (ELAC)
    - African American Parent Council (AAPC)
    - Parent Teacher Association (PTA)
    - Grade Level Committees
    - Parent Workshops

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - PTA meetings offered in altering morning and afternoon times
  - Parent workshops offered at differing times
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
  - SSC, ELAC, AAPC, and PTA yearly review parent involvement in the SPSA
- The school provides parents of Title I students with timely information about Title I
  - Data updates regularly provided in SSC, ELAC, AAPC, and PTA meetings throughout the academic year including:
    - discipline data
    - student grade trends
    - district benchmarks
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ○ SSC, ELAC, AAPC, and PTA meetings
  - Parent workshops to explain student achievement data, student skill progress, and how parents can assist their children
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Through the development of the SPSA, parents in all groups SSC, ELAC, AAPC, and PTA provide input as to areas of concern and focus for the upcoming school year.

SchoolParent Compact

Eliot Arts Magnet Academy distributes to parents of Title I students a school/parent

compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parentteacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- Eliot Arts Magnet Academy reviews the current compact yearly during the development of the SPSA.
- Any changes that any parent focus group deems necessary, is presented, discussed, and voted on by all other parent groups.

Building Capacity for Involvement

Eliot Arts Magnet Academy engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Yearly review of statewide testing data at all parent involvement groups SSC, ELAC, AAPC, and PTA

- ○ Parent workshops provided throughout the year to assist parents in how to read their students' testing data and how to work with their students to improve their scores

  ○

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - ○ Parent workshops provided throughout the year to assist parents in how to read their students' testing data and how to work with their students to improve their scores

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - ○ At the opening of school meeting, and throughout the school year, parent groups present to school staff during bi monthly staff meetings

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - ○ School based groups SSC, ELAC, AAPC, and PTA work with Pasadena Education Network, Healthy Start, and Pasadena Educational Foundation to develop parent workshops and other opportunities

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - ○ Eliot Arts Magnet Academy provides all parent communication in English and Spanish.

- ○ Eliot Arts Magnet Academy utilizes student carried flyers, email, weekly phone blasts, Peachjar electronic flyer program, Facebook, and the school website to contact parents and keep them informed

- The school provides support for parental involvement activities requested by Title I parents.
  - ○ School based groups SSC, ELAC, AAPC, and PTA regularly provide input to the SPSA, the school/teacher/parent compact, and the selection of workshops offered

Accessibility

Eliot Arts Magnet Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Eliot Arts Magnet Academy provides translation from English to Spanish for all written and oral communication to parents.
- Spanish translators are provided at all parent meetings
- Eliot Arts Magnet Academy works closely with local, county, state, and federal child agencies to provide opportunities for parents to stay connected and informed about their children's' educational progress
- Eliot Arts Magnet Academy works to utilize all possible forms of communication including, but not limited to, paper and paperless flyers, email, phone calls, Facebook, and website.
- Eliot Arts Magnet Academy buildings are Americans with Disabilities Act compliant

PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District

Charles W. Eliot Arts Magnet Academy

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 11, 2021 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Charles W. Eliot Arts Magnet Academy and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 11, 2021 at Eliot Arts Middle. Notice was provided by administrative team.

Charles W. Eliot Arts Magnet Academy's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:
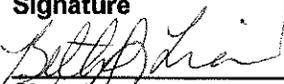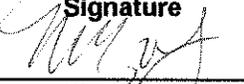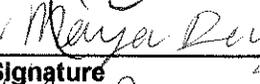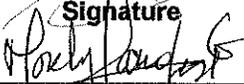
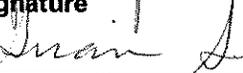The plan has been been properly implemented and executed.

Amendments

School Site Council
Lori Touloumian, Bethel Lira, Sydney Minckler, Morely Paredes, Karen Moran, Gary Day, Mya Day, Nia Bailey, John Maynard, Siran Schanen

Signatures of Charles W. Eliot Arts Magnet Academy's Site Council Members

Signature	Date	Signature	Date
	2/21/21		2/22/21
	2/21/21		2/21/21
	2/21/21		
	2/21/21		2/21/21
	02/21/21		2/21/21
	2/22/21		

Unified School District
Welfare, Attendance & Safety

Attendance Improvement Program
Attendance Improvement Implementation Plan

School: **Eliot Arts Magnet Academy**	Principal: **Lori Touloumian**
School Number: **070**	Counselor: **Carolyn Koors**
Date Completed: May 12, 2021	Principal Signature: *Lori Touloumian*

Goal: Increase the percentage of students attending at 97% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
98.37% (Month 9 Reporting)	**98%**	**98%**

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Identify chronically truant pupils and apply appropriate interventions (Individual Attendance counseling, family attendance counseling, Truancy Letters, SART/SARB, SST, Tier II Interventions, Mental health Counseling, Mentoring and Tutoring resources, Home Visits, etc.) Gather key stakeholders to develop the Attendance Improvement team to streamline efforts and needs to improve attendance. Gather Attendance improvement data in	Individual Students with a high number of tardies and absences. Families with students who are chronically truant.	Queries on AERIES will be run on a monthly basis to identify chronic students Apply interventions on an ongoing basis	Improve the attendance of 50% or more of identified chronically truant students. This will be assessed at each semester's end.

Newsletter to disseminate to families and post in Parent resource center and social media We will add Attendance Awards to our Student of the Month assemblies. Perfect attendance awards and most improved awards from our group of students with chronic truancy issues.			

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Administration, including the Counselor will contact and counsel families whose children are struggling with attendance on a monthly basis. Advisory will remind students of the importance of attendance to earn Fun Friday and other rewards. At Students Awards assemblies, when distributing the awards to the students, we will discuss what it means to have good attendance. Attendance will be discussed at least once at each stakeholder meeting, educating the greater community. Attendance is addressed in the weekly bulletins to educate our school staff. We will state our annual attendance goal, list the percentages from the monthly reports, and offer strategies to keep attendance records accurate.	Families with students who are chronically truant. All students All students Parents and other stakeholders School site staff	Monthly Monthly Annually Weekly	Decrease in the number of families that need to meet with admin for attendance issues. Increase of students winning attendance awards Annual increase of participants that receive the information Weekly bulletins with attendance information

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Semester recognition assemblies where good and improved attendance is highlighted. Daily phone calls inquiring about student absence Monthly review of students who are truant to set up meetings with families. Gathering and providing resources (tutoring, mental health, mentoring, etc) Accurate attendance tracking	All students and families	Monthly Daily Monthly Weekly Daily	Decrease in the number of daily phone calls Increase in overall ADA by 1.5% points. Decrease of students on truancy list Increase in parent efforts to understand attendance policies

Ongoing Attendance Supports

TIER 1 – Universal Support	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers a *universal check in*? One or two missed interactions in a week	Teacher Attendance Clerk or designated Office Staff Community Assistants
TIER 1 – Early Intervention	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers more *preventative check in*? 3+ missed in a week or 5 missed in a month Must include multiple phone calls, emails, and texts. Should also include those on the emergency contact list.	School Counselor School Administrator School Nurse Special Education Staff

TIER 1 SUPPORTS
- A student's teacher is the first line of support when a student fails to attend school and is marked absent. Teachers should reach out to students/parents by all available means (phone calls, emails, and texts).
- **NOTE**: Although teachers are the first line of support, attendance clerks should continue to clear absences.
- When a student has missed three or more days in a week or five days in a month, a more individualized response by school staff is appropriate. At this point, schools should hold a meeting with the student and guardians to discuss the importance of their learning participation and provide resources to ensure that the student is re-engaged.
- All student check-ins and interventions should be documented in Aeries.

TIER 2 – Personalized Support	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers *personalized support*? 5 missed in a week or 12+ missed in a month Must include multiple phone calls, emails, and texts. Should also include those on the emergency contact list.	Office of Child Welfare and Attendance School Attendance Review Board Members Foster Youth Team Families in Transition Special Education Department Personnel

TIER 2 SUPPORTS

- Referrals to the Office of Child Welfare and Attendance should be made when a student misses an entire week of school or more than 12 days in a month.
- CWA staff will provide on-going support and check-ins as needed.
- **NOTE**: CWA will NOT accept referrals for students that do not have any previously documented attendance/participation interventions in Aeries.

TIER 3 – Intensive Support	
TRIGGERS	**STAFF RESPONSIBLE**
What triggers intensive support? Once Tier 2 supports have failed to re-engage the student Home visits will be performed	Office of Child Welfare and Attendance PUSD Community Partners

TIER 3 SUPPORTS
- The Office of Child Welfare and Attendance will implement Tier 3 supports if Tier 2 supports have failed to re-engage the student in distance learning.
- Tier 3 supports will include visits to the student's home by attendance chasers

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on ~~4/22/2021.~~ 5/13/2021

Attested:
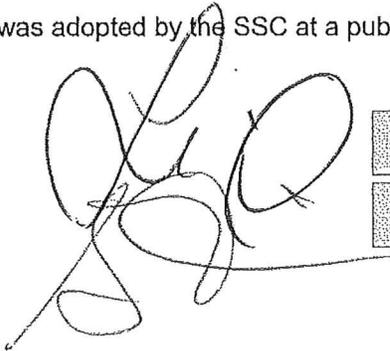
Principal, Lori Touloumian on 5/14/2021
SSC Chairperson, Sydney Minckler on 5/14/2021

ELIOT ARTS magnet

Student Name:	
Student ID#:	
Parent/Guardian Signature:	

Eliot Arts Magnet Academy
Student Parent School Compact 2020-2021

As a member of Eliot Arts Magnet Academy Community, I will
- **Respect** myself and others.
- Be **responsible** for meeting my obligations under this compact.
- Do my part to ensure the **safety** of myself and others.
- Have **high expectations** of myself and the other members of our **community of learners.**

As an Eliot STUDENT, I will	As a PARENT/GUARDIAN of an Eliot student, I will	As an Eliot TEACHER, STAFF member, ADMINISTRATOR, I will
- Make my learning a priority - Come to school each day on time, dressed in uniform, with all school supplies I need - Comply with all COVID19 regulations at school and online. - Arrive to class on time, with the supplies necessary - Make my best effort to complete my class work and my homework to the <u>best</u> of my ability - Ask for assistance when I do not understand something or need help - Take pride in my school and respect the property of others - Be courteous, honest, and considerate to all members of my school school community.	- Have high expectations for my student's learning and behavior - See that my student arrives at school each day on time, in uniform dress code, with needed school supplies. - Provide my student with a quite time and space to do homework - Make sure that the school has my current contact information and **listen to and read all communications** from the school and PUSD - Communicate daily with my student about his or her school experiences - Communicate regularly with my child's teachers and with administrators as needed - Volunteer my time and skills as I am able - Ensure my child is compliance with COVID19 regulations at school and online.	- Have expectations for every student - Help provide a safe, challenging, positive learning environment - Communicate clearly what is expected of students and be available to discuss those expectations and student progress with parents and students - Treat students and and their families with courtesy and respect - Consistently and fairly enforce school and classroom rules - Communicate in a timely fashion about meetings, deadlines, requirements, and opportunities for involvement - Cooperate and coordinate with other members of the school community

ELIOT ARTS magnet

Nombre de Estudiante:	
# de ID de Estudiante:	
Firma de Padre/Tutor:	

Eliot Arts Magnet Academy
Acuerdo: Estudiantes Padres Escuela

2020-2021

Como miembro de la Comunidad Escolar Eliot de Arte

- **Respecto** a mi mismo y otras personas
- Ser **responsable** de cumplir con mis obligaciones en virtud de este acuerdo
- Hacer mi parte para garantizar la **seguridad** de mi mismo y los demás
- Tener **altas expectativas** de mi mismo y de otros miembros de esta comunidad de educandos

Como ESTUDIANTE de Eliot, lo haré	Como PADRE/TUTOR de un estudiante de Eliot, lo haré	Como un MIEMBRO DEL PERSONAL, MAESTRO O ADMINISTRADOR de Eliot, lo haré
- Hacer mi aprendizaje una prioridad - asistir a la escuela todos los días a tiempo, vestido apropiadamente, con los suministros que necesitan - Cumplir con todas las regulaciones COVID19 en la escuela y en linea. - Llegar a la clase a tiempo, con los suministros que necesito para hacer mi trabajo - Hacer mi mejor esfuerzo para completar mis trabajos y mis deberes a lo mejor de mi capacidad - Solicitar ayuda cuando no entiende algo o necesita ayuda - Tomar orgullo en mi escuela y respetar la propiedad de otros - Ser cortés, honesto y respetuoso con todos los miembros de la comunidad escolar	- Tener altas expectativas para el aprendizaje de mi hijo y el comportamiento - Ver que mi hijo llegue a la cada día a tiempo, vestido apropiadamente, con los suministros necesarios - Comunicarse regularmente con los maestros de mi hijo y con los administradores, según sea necesario - Asegúrese de que la escuela tiene mi información de contacto actual y escuchar/leer todas las comunicaciones de la escuela y el distrito - Comunicar a diario con mi hijo sobre las experiencias de su escuela - Ofrecer mi tiempo y habilidades de mis posibilidades - Asegurarme que mi hijo/a cumpla con todas las regulaciones COVID19 en la escuela y en linea.	- Tener altas expectativas para cada estudiante - Proveer un ambiente seguro, desafiante y positivo - Comunique claramente lo que espera de los alumnos y estarán disponibles para discutir las expectativas y el progreso del estudiante con los padres y estudiantes - Tratar a los estudiantes ya sus familias con cortesía y respeto - Constantemente y justamente la escuela y hacer cumplir las reglas del salon - Comunicar en forma oportuna acerca de las reuniones, plazos, requisitos y oportunidades para la participación - Cooperar y coordinar con otros miembros de la comunidad escolar