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
Altadena Arts Magnet	19-64881-6021505	5-11-21	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 Students and Students With Disabilities

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

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

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

The following stakeholders were involved in the planning process for the annual review and update of this SPSA:
1. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas always include issues related to student academic achievement, opportunities for parental involvement, and opportunities for additional ELL support.
2. School Site Council (SSC): Our SSC meets monthly on the second Tuesday. The meeting agendas always include reports from all school site parent groups, including PTA, ELAC, AAPC, budget updates from the Principal, and Magnet Grant Updates from our school site Magnet Grant Coordinator.
3. AAM Faculty:The faculty meets on each A Monday. There is always an agenda that centers around Instruction, Magnet Grant, Capturing Kids' Hearts and a time for the staff to share and ask questions.
4. PTA: Our PTA meets monthly on the second Tuesday at 6:00 pm. There is always an agenda with planned discussions around school initiatives taken on by the PTA. Principal is present and has a 10 minute presentation at each meeting.
5. AAM Administration: Although there is only one official administrator on campus, the ILT and ELT meet monthly. The ILT consists of the Principal, Instructional Coach and RtI Coach. The Extended Leadership Team (ELT) consists of the same three above plus the Magnet Grant Coordinator and Art TOSA. The ILT meets weekly on Tuesdays at nine am. The ELT meetings are held one B

Monday per month at 1pm. These meetings are led by an agenda created by the principal and then each person has a chance to go over their list for needs in their area of leadership.
6. Pasadena Unified School District Central Office Staff:Assistant Superintendent, Dr. Julianne Reynoso reviews and offers feedback in a timely manner on the iterations of this plan.

Resource Inequities

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

For the 2021-2022 school year, we do not have any resource inequities because of our Magnet Grant.

School Vision and Mission

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

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

School Profile

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

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

Student Enrollment Figures/Trends:
Currently, 469 students are enrolled in the Kindergarten through 5th grade. For the 2021-22 school year, we have a projected enrollment of 460. Enrollment has fluctuated over the past five years. In 2015-2016, 298 students were enrolled compared to 263 students in the 2014 - 2015 school year. In the 2013-2014 school year, 283 students were enrolled in grades pre-Kindergarten through Five. From 2010, enrollment figures show a steady increase in the number of students Special Education IEPs. In 2020-21, 58 students, 12.5% of the population, in grades Kindergarten through

5th are receiving Special Education services.

Poverty Level (e.g., percentage of students that are on free/reduced price lunch):
This year, 100% of Altadena School's students participate in the Free/Reduced Lunch Program, which is equivalent to the prior year and 8% less than the 2020 - 2021 school year. Based on the level of participation in the Free/Reduced Lunch Program, 60% of Altadena School's students are Socioeconomically Disadvantaged.

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

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

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

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

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

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

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

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

Students have the opportunity to participate in the after-school LEARNS program. The LEARNS program provides

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

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

Description of How the School Provides Individual Student Academic Assessment Results in Language the Parents Understand, Including an Interpretation of those Results:
Various measures of student achievement are used as an ongoing part of the quality instructional program at Altadena Arts Magnet. These measure students' actual progress as well as the effectiveness of the instructional program. ELA, Math, and Science Trimester Assessments are given to all grades to monitor students' progress in core subject areas. Altadena Arts Magnet provides individual student academic assessment results and an interpretation of those results in various ways and in the languages the parents understand. The following are used to ensure that all parents are regularly communicated with and understand the information:
- Trimester Report Cards are available in English and the student's home language.
- Progress Reports bearing ELA Assessment Scores, Math Assessment results and results from other class assessments (both formal and informal) for all core subjects (ELA, Math, Social Studies, and Science) are
available in English and the student's home language.
- Teachers avail themselves for conferences with parents regarding their child's progress. as needed,

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
American Indian	%	0.38%	0.2%		1	1
African American	23.11%	21.37%	19.2%	52	56	90
Asian	0.89%	0.76%	0.9%	2	2	4
Filipino	0.44%	0.76%	1.5%	1	2	7
Hispanic/Latino	57.33%	52.29%	51.0%	129	137	239
Pacific Islander	%	0%	%		0	
White	12.44%	17.18%	19.0%	28	45	89
Multiple/No Response	1.33%	0.38%	2.1%	3	1	10
			Total Enrollment	225	262	469

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	45	62	99
Grade 1	34	54	83
Grade 2	33	33	79
Grade3	45	37	65
Grade 4	33	45	65
Grade 5	35	31	78
Total Enrollment	225	262	469

Conclusions based on this data:

1. Enrollment has more than doubled since 2017.

2. Our Hispanic/Latino and African American populations are decreasing.

3. Our percentage of white students continues to increase helping us to meet our MSAP grant targets to reduce minority group isolation.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	41	27	50	18.2%	10.3%	10.7%
Fluent English Proficient (FEP)	26	39	60	11.6%	14.9%	12.8%
Reclassified Fluent English Proficient (RFEP)	1	13	6	2.2%	31.7%	22.2%

Conclusions based on this data:

1. Our percentage of ELLs has decreased significantly over the past three years.

2. Our reclassification rate continues to increase.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	31	37	43	30	36	40	30	36	40	96.8	97.3	93
Grade 4	54	35	34	51	34	31	51	34	31	94.4	97.1	91.2
Grade 5	62	52	38	62	50	38	62	50	38	100	96.2	100
All Grades	147	124	115	143	120	109	143	120	109	97.3	96.8	94.8

* 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 3	2382.	2365.	2415.	6.67	13.89	15.00	16.67	8.33	35.00	40.00	22.22	20.00	36.67	55.56	30.00
Grade 4	2397.	2436.	2398.	5.88	8.82	9.68	7.84	23.53	16.13	23.53	26.47	12.90	62.75	41.18	61.29
Grade 5	2425.	2441.	2465.	3.23	10.00	5.26	14.52	14.00	28.95	17.74	20.00	23.68	64.52	56.00	42.11
All Grades	N/A	N/A	N/A	4.90	10.83	10.09	12.59	15.00	27.52	24.48	22.50	19.27	58.04	51.67	43.12

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 3	13.33	5.56	25.00	36.67	44.44	50.00	50.00	50.00	25.00
Grade 4	1.96	14.71	16.13	50.98	50.00	38.71	47.06	35.29	45.16
Grade 5	4.84	10.00	18.42	38.71	42.00	47.37	56.45	48.00	34.21
All Grades	5.59	10.00	20.18	42.66	45.00	45.87	51.75	45.00	33.94

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 3	10.00	11.11	22.50	50.00	33.33	50.00	40.00	55.56	27.50
Grade 4	1.96	9.09	9.68	39.22	60.61	41.94	58.82	30.30	48.39
Grade 5	6.45	10.00	18.42	40.32	38.00	60.53	53.23	52.00	21.05
All Grades	5.59	10.08	17.43	41.96	42.86	51.38	52.45	47.06	31.19

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 3	6.67	13.89	7.50	56.67	52.78	72.50	36.67	33.33	20.00
Grade 4	7.84	5.88	0.00	52.94	67.65	64.52	39.22	26.47	35.48
Grade 5	4.84	10.00	10.53	51.61	50.00	57.89	43.55	40.00	31.58
All Grades	6.29	10.00	6.42	53.15	55.83	65.14	40.56	34.17	28.44

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 3	13.33	8.33	12.50	53.33	41.67	55.00	33.33	50.00	32.50
Grade 4	7.84	11.76	9.68	50.98	50.00	38.71	41.18	38.24	51.61
Grade 5	11.29	12.00	15.79	32.26	40.00	34.21	56.45	48.00	50.00
All Grades	10.49	10.83	12.84	43.36	43.33	43.12	46.15	45.83	44.04

Conclusions based on this data:

1. In third and fifth grades the percentage of students who met standard increased significantly.

2. In reading the percentage of students above standard increased significantly in third grade.

3. In writing the % of students at or above standard increased significantly for fifth grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	31	37	42	30	36	39	30	36	39	96.8	97.3	92.9
Grade 4	54	35	34	52	34	32	52	34	32	96.3	97.1	94.1
Grade 5	62	52	38	62	50	38	62	50	38	100	96.2	100
All Grades	147	124	114	144	120	109	144	120	109	98	96.8	95.6

* 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 3	2393.	2394.	2404.	3.33	8.33	23.08	26.67	27.78	23.08	40.00	22.22	17.95	30.00	41.67	35.90
Grade 4	2401.	2428.	2388.	1.92	8.82	3.13	13.46	17.65	6.25	23.08	29.41	25.00	61.54	44.12	65.63
Grade 5	2429.	2411.	2437.	6.45	6.00	7.89	4.84	4.00	7.89	17.74	14.00	21.05	70.97	76.00	63.16
All Grades	N/A	N/A	N/A	4.17	7.50	11.93	12.50	15.00	12.84	24.31	20.83	21.10	59.03	56.67	54.13

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 3	16.67	22.22	28.21	33.33	27.78	28.21	50.00	50.00	43.59
Grade 4	3.85	17.65	3.13	13.46	14.71	15.63	82.69	67.65	81.25
Grade 5	8.06	6.00	13.16	17.74	14.00	15.79	74.19	80.00	71.05
All Grades	8.33	14.17	15.60	19.44	18.33	20.18	72.22	67.50	64.22

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 3	6.67	11.11	23.08	56.67	50.00	38.46	36.67	38.89	38.46
Grade 4	5.77	14.71	6.25	26.92	44.12	40.63	67.31	41.18	53.13
Grade 5	3.23	8.00	7.89	32.26	20.00	28.95	64.52	72.00	63.16
All Grades	4.86	10.83	12.84	35.42	35.83	35.78	59.72	53.33	51.38

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 3	10.00	16.67	30.77	63.33	55.56	43.59	26.67	27.78	25.64
Grade 4	5.77	8.82	6.25	28.85	38.24	28.13	65.38	52.94	65.63
Grade 5	8.06	8.00	5.26	22.58	28.00	42.11	69.35	64.00	52.63
All Grades	7.64	10.83	14.68	33.33	39.17	38.53	59.03	50.00	46.79

Conclusions based on this data:

1. Percentage of overall achievement in math has gone up in grades three and five and declined in grade four.

2. In problem solving, grade three made significant growth in the percentage of students above standard.

3. In the area of communicating reasoning grade three made significant growth in percentage of students at or above standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	7
All Grades							44	31

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
K	*	*		*	*	*		*	*	*
1		*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	32.26	50.00	32.26	*	25.81	*	9.68	44	31

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
K	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	54.55	54.84	34.09	29.03	*	6.45	*	9.68	44	31

<table>
| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
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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
K	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*
2		*	*	*	*	*	*	*	*	*
3		*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	12.90	29.55	22.58	27.27	45.16	36.36	19.35	44	31

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
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	34.09	35.48	59.09	48.39	*	16.13	44	31

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
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	81.82	70.97	*	22.58	*	6.45	44	31

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
K	*	*	*	*	*	*	*	*
All Grades	*	12.90	47.73	54.84	47.73	32.26	44	31

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	25.00	22.58	38.64	61.29	36.36	16.13	44	31

Conclusions based on this data:

1. The number of students performing moderately in the writing domain increased significantly from 38.64 to 61.29 in the 2018-2019 school year therefore, more focused intervention on writing for our ELs would be a benefit.

2. Our number of total EL students is decreasing.

3. 32% of our EL students are at Level 4 as indicated by the 2018-2019 ELPAC.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
225	**68.9**	**18.2**	**1.3**
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	41	18.2
Foster Youth	3	1.3
Homeless	4	1.8
Socioeconomically Disadvantaged	155	68.9
Students with Disabilities	38	16.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	23.1
Asian	2	0.9
Filipino	1	0.4
Hispanic	129	57.3
Two or More Races	10	4.4
White	28	12.4

Conclusions based on this data:

1. The majority of our students are socioeconomically disadvantaged.

2. Hispanic and African American student populations are declining in numbers.

3. We have a significant population of students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

2. We need to find ways to decrease our chronic absenteeism.

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

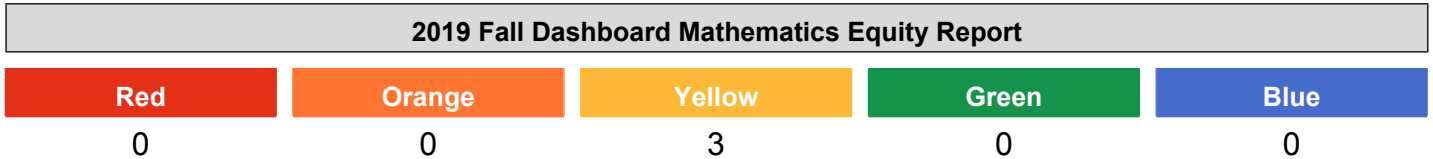# School and Student Performance Data

Academic Performance
English Language Arts

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**
0	0	3	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	Yellow	No Performance Color
35.1 points below standard	46.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.3 points	Increased Significantly ++15.7 points	2
102	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	43.1 points below standard	93.3 points below standard
6	Increased Significantly ++24.6 points	Increased Significantly ++28.4 points
	79	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
41.7 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++40.6 points		1	
22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
40.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10 points	3		8
67			

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**
95.3 points below standard	11.4 points below standard	29.8 points below standard
Maintained -0.4 points	Increased ++5.7 points	Increased Significantly ++22.4 points
13	18	63

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	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
Yellow	Yellow	No Performance Color
63.2 points below standard	73.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.8 points	Increased Significantly ++20.1 points	
101	30	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	72.2 points below standard	126.3 points below standard
	Increased Significantly ++18.2 points	Maintained -2.1 points
6	78	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 57.7 points below standard Increased Significantly ++42.2 points 22		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 69.6 points below standard Increased ++8.8 points 66	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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**
128.8 points below standard Increased ++4.1 points 12	36.4 points below standard Maintained ++2.4 points 18	56.8 points below standard Increased Significantly ++17.2 points 63

Conclusions based on this data:

1. Our fourth grade teaching team needs more support in meeting the needs of all students in Mathematics.

2. We need to continue to support teachers in using Ready Math curriculum and i Ready to improve student outcomes.

School and Student Performance Data

Academic Performance
English Learner Progress

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
65.2 making progress towards English language proficiency
Number of EL Students: 23
Performance Level: Very High
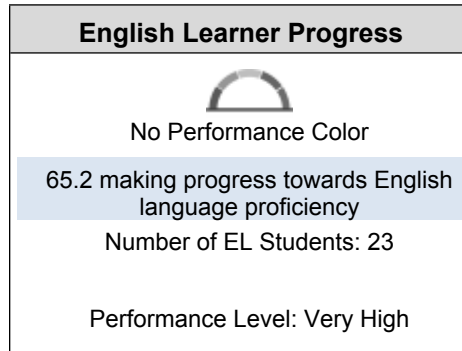
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
13.0	21.7		65.2

Conclusions based on this data:

1. We need to spend more designated A Monday time training our teachers to deliver ELD instruction within their classrooms to raise proficiency of our English learners in ELA.

2. We need to to raise proficiency levels of our English learners in Math through our after school tutoring paid for by the LADD office.

School and Student Performance Data

Academic Performance
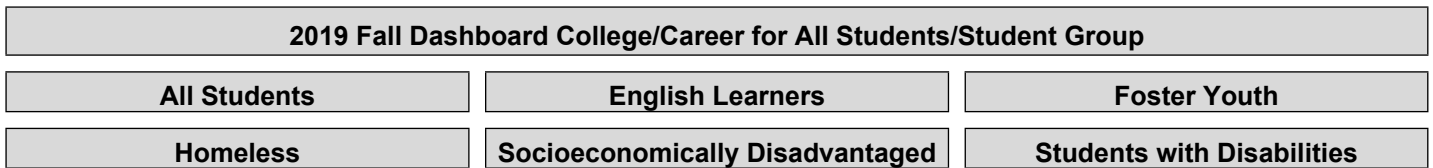## College/Career

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

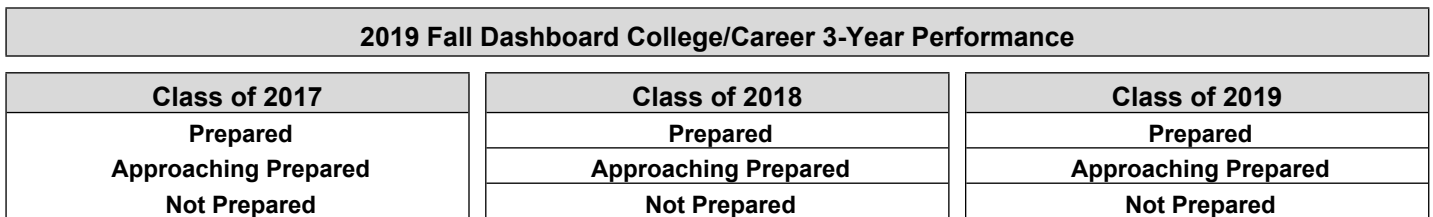| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

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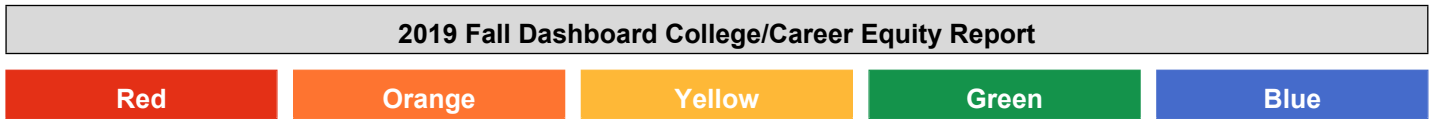
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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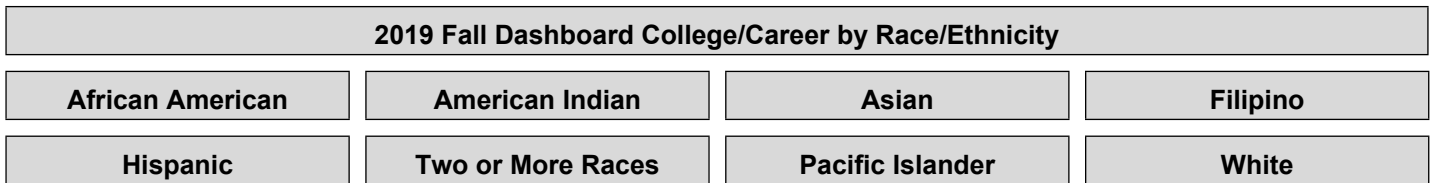
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

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
1	3	1	0	0
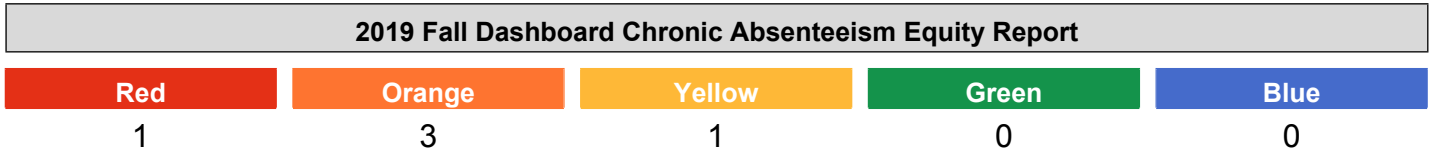
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
22.6	13.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -19	
252	44	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
28.6	25.6	21.6
Declined -18.8	Declined -2.2	Declined -5.7
14	180	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
22.6	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 +0.7	0	3	1
62			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
22.7	14.3	Less than 11 Students - Data Not Displayed for Privacy	29
Declined -3.8	Declined -3.9	0	Increased +9.8
141	14		31

Conclusions based on this data:

1. We will work with our AAPC to find ways to decrease chronic absenteeism for African American Students.

2. We need to understand the root cause of our EL students improving their attendance rate so radically. The implications of seeing this improvement will potentially lead us to making more progress in this area for other groups.

School and Student Performance Data

Academic Engagement
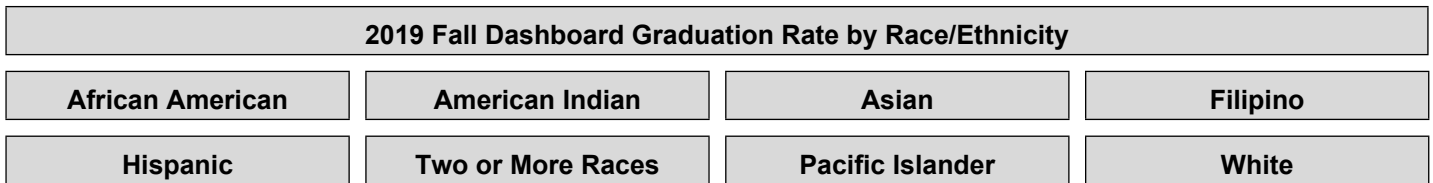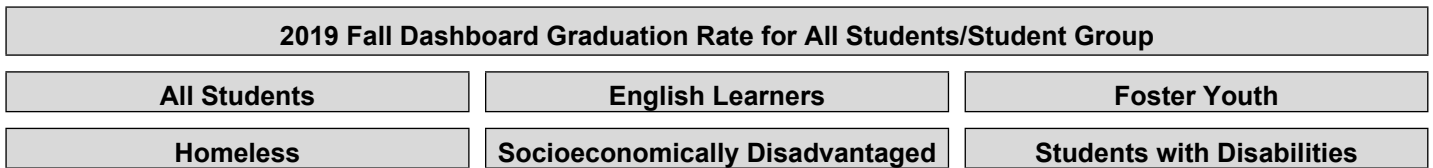## Graduation Rate

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:

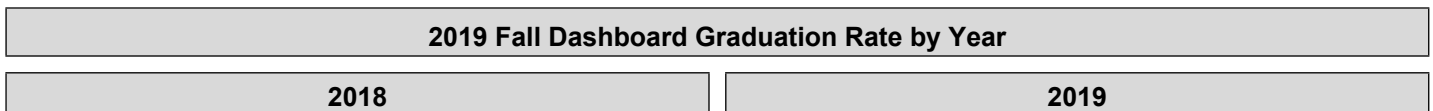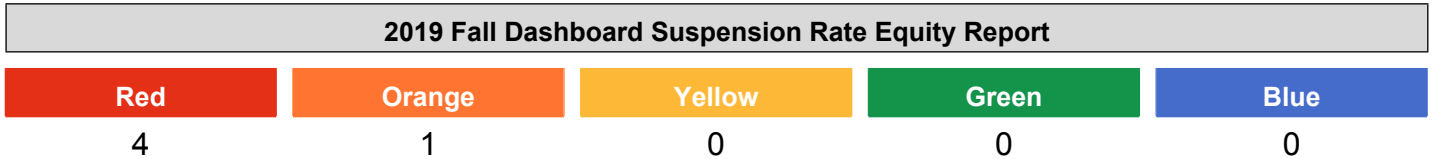| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	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**
Red	Red	No Performance Color
13	10.4	Less than 11 Students - Data Not Displayed for Privacy
		6
Increased Significantly +3.1	Increased +4.3	
269	48	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
14.3	13.3	27.8
Increased +3.8	Maintained +0.2	Increased +9.6
14	188	54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange		No Performance Color	No Performance Color
20.3		Less than 11 Students - Data 3	Less than 11 Students - Data 1
Declined -2.7			
69			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color		No Performance Color
8.7	28.6		12.5
Increased Significantly +3	Increased +19.5		Increased +12.5
150	14		32

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.9	13

Conclusions based on this data:

1. We need to continue to develop strategies to lower our suspension rate particularly within subgroups such as, Hispanic, students with disabilities and socioeconomically disadvantaged.

2. We need to continue our Capturing Kids' Hearts professional development for all staff.

3. We need to continue offering our RtI Coach services and Behavior Aide services.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -63.2 (Yellow) from 2019 by a total of 38.2 or more (to reach Green) with a stretch goal of 63.2 or more (to reach Blue) to end at -25 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -73.3 (Yellow) from 2019 by a total of 48.3 or more (to reach Green) with a stretch goal of 73.3 or more (to reach Blue) to end at -25 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged students will decrease the baseline of -72.2 (Yellow) from 2019 by a total of 47.2 or more (to reach Green) with a stretch goal of 72.2 or more (to reach Blue) to end at -25 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Hispanic students will decrease the baseline of -69.6 (Yellow) from 2019 by a total of 44.6 or more (to reach Green) with a stretch goal of 69.6 or more (to reach Blue) to end at -25. or higher by the end of the 2021-2022 school year.

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

Students in grades K-5 will spend 45 minutes per week on iReady

By the end of the 2021-22 school year, 40% of students will achieve grade level mastery as measured by iReady diagnostics.

Identified Need

Currently all students in grades 3-5 are performing at -63.2 distance from standard in Mathematics as measured by SBAC, and 20% of students are achieving grade level mastery as measured by their iReady diagnostics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics grades 3-5	-63.2	-25.0
SBAC Mathematics for ELLs	-73.3	-25.0
SBAC Mathematics for Socioeconomically disadvantaged students	-72.2	-25.5
SBAC Mathematics for Hispanic Students	-69.6	-25.0
iReady Diagnostics	20.	40.

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

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

All students will be served by this strategy.

Strategy/Activity

- Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning, measurement, geometry, operations, factoring, problem solving, statistics, data analysis, and probability across grade levels.

ILT to review SBAC data with an emphasis on the communication standard.

Instructional Aide to pull small differentiation groups to work on math concepts that are not passed via iReady.

Students to spend at least 45 minutes per week on iReady.

Teachers to implement standards aligned units.

Instructional Learning walks to observe best practices of their peers.

Professional Development around math integration of iReady and Ready Math during A Mondays.

Provide students with focused intervention during the school day.

- Use of technology, manipulatives, and visuals, and flexible grouping as instructional strategies.

- Explicit teaching and increase use of academic language.

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

- Professional development focused on rigor, stamina, and best practices in mathematics.

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

* More SBAC Interface practice time for primary grades.

* More collaboration time to thoroughly discuss how to address standards before the launch of each unit.

* Use Engage NY as a resource.

* Promote mathematical discourse and vocabulary in classrooms.

* Include more time for students to work with Ready Math in conjunction with iReady.

* More focus on Numbers & Operations domain.

* More time to analyze data for areas of strengths/weaknesses after assessments to get ready for CAASPP.

We will provide targeted academic support after school to low income 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)
8417.00	LCFF - Supplemental and Concentration (S/C)

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.

Our students' overall achievement level has increased in Math. Our strategies are working but we need to stay the course.

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.

We are adding targeted academic support to low income students to help us meet this goal.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -35.1 (Yellow) from 2019 by a total of 30.1 or more (to reach Green) with a stretch goal of 45.1 or more (to reach Blue) to end at -5 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -49.6 (Yellow) from 2019 by a total of 44.6 or more (to reach Green) with a stretch goal of 59.6 or more (to reach Blue) to end at -5 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will decrease the baseline of -43.1 (Yellow) from 2019 by a total of 38.1 or more (to reach Green) with a stretch goal of 53.1 or more (to reach Blue) to end at -5 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Hispanic students will decrease the baseline of -40.7 (Yellow) from 2019 by a total of 35.7 or more (to reach Green) with a stretch goal of 50.7 or more (to reach Blue) to end at -5 or higher by the end of the 2021-2022 school year.

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

In the 2021-22 school year, we will create a school-wide culture of reading where students have access to check out books.

By the end of the 2021-2022 school year, 80% of students in grades K-2 will be reading at grade level.

All students will read at grade level by the end of third grade.

By the end of the 2021-22 school year, 15% of English learners will meet or exceed grade level benchmark of the Informal Reading inventory.

By the end of the 2021-22 school year, 50% of students in all significant groups including, and 25% Special Education will meet or exceed grade level benchmark of the Informal Reading inventory.

By the end of the 2021-22 school year, 100% of AAM students will receive 30 minutes per week of guided reading.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA for all students in grades 3-5	-35.1	-.5
SBAC ELA for Hispanic Students	-40.7	-.5
SBAC ELA for ELLs	-49.6	-.5
SBAC ELA for Socioeconomically disadvantaged	-43.1	-.5
SBAC ELA for Students with disabilities	-116.5	-100.0
Informal Reading Inventory for ELLs	19.	
Informal Reading Inventory for African American Students	-39.7	50.
Informal Reading Inventory for Hispanic Students	45.3	50.
Informal Reading Inventory for Foster Students	33.	50.
Informal Reading Inventory for Homeless Students	33.	50
Informal Reading Inventory for SWD	13.6	25

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

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

All students.

Strategy/Activity

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

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

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

Intervention, coaching and PD provided by Instructional Coach.

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

Use of Writing Workshop, and all its components.

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

Increase use of academic language.

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

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

Collegial learning walks between teachers with Principal and Instructional Coach.

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

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

Visit other school sites who are implementing workshop model well.

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

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

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

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

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

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

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

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)
12000.00	Title I
0	Title I

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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

70% of English Language Learners will make progress toward English Language Proficiency as measured by the ELPAC in the spring of the 2021-22 school year.

50% of English Language Learners will reclassify in the 2021-22 school year.

Identified Need

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

Annual Measurable Outcomes

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

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

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

ELLs

Strategy/Activity

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

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

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

Amount(s)	Source(s)
0	Title I

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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for All Students will decrease the baseline of 13 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 12.7 or lower by the end of the 2021-2022 school year.

Suspension Rate for English Learners will decrease the baseline of 10.4 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 10.1 or lower by the end of the 2021-2022 school year.

Suspension Rate for African American will decrease the baseline of 20.3 (Orange) from 2019 by a total of -1 or more (to reach Yellow) with a stretch goal of -17 or more (to reach Green) to end at 19.3 or lower by the end of the 2021-2022 school year.

Suspension Rate for Hispanic will decrease the baseline of 8.7 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 8.4 or lower by the end of the 2021-2022 school year.

Suspension Rate for Socioeconomically Disadvantaged will decrease the baseline of 13.3 (Red) from 2019 by a total of -0.03 or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 13.27 or lower by the end of the 2021-2022 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 27.8 (Red) from 2019 by a total of -0.3 or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 27.5 or lower by the end of the 2021-2022 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for all students	13.	12.7
CA Dashboard for students with disabilities	27.8	27.5
CA Dashboard for African American students	20.3	19.3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for English Learners	10.4	10.1
CA Dashboard for Hispanic Students	8.7	8.4
CA Dashboard for SED Students	13.3	13.27
Aeries Suspension Data	13	10

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

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

All students, specifically African American and students with special needs.

Strategy/Activity

By August 2021, Altadena Arts Magnet will have trained all staff in Capturing Kids Hearts and MTSS practices decreasing out of class referrals to the Turnaround Room.

By June 2022, all teachers at Altadena Arts Magnet will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the development and integration of positive behavior supports and interventions such as Capturing Kids' Hearts.

Teachers will continue to be coached by our RtI coach on PBIS.

RtI Coach will teach one 30 minute SEL lesson in every classroom, every week.

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

Project Aide 2 (Behavior) will continue to support students in and outside the classrooms with restorative justice, parent contact, and playground supervision.

We will have an additional 5 Project Aide 1 (Recreation) to cover free play time during recess and lunch. Their specific duties include supervising our play stations and running games both on the Kindergarten playground and main playground, and mitigating and pre correcting for negative behaviors.

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

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

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

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

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

Amount(s)	Source(s)
27921.00	Title I
22742.00	Title I
15,161.00	Title I
53065.00	LCFF - Supplemental and Concentration (S/C)

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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

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

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

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

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

Strategy/Activity

1. MSAP Coordinator will assist school in peer reviewing units already written.
2. MSAP Staff will plan professional development opportunities to help teachers write and refine their units in Math, ELA, Science and Social Science.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 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.

We are making progress in this area but we need to stay the course as we are entering year 5 of our 5 year grant.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

School Climate and Engagement: Chronic absenteeism will decrease by -3 to get us from orange to yellow.

Goal 6

Chronic Absenteeism for All Students will decrease the baseline of 22.6 (Orange) from 2019 by a total of -3 or more (to reach Yellow)with a stretch goal of -17.6 or more (to reach Green) to end at 19.6 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for African American students will decrease the baseline of 22.6 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 22.1 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 21.6 (Orange) from 2019 by a total of -1.6 or more (to reach Yellow) with a stretch goal of -11.6 or more (to reach Green) to end at 20 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Hispanic students will decrease the baseline of 22.7 (Orange) from 2019 by a total of -3 or more (to reach Yellow) with a stretch goal of -12.7 or more (to reach Green) to end at 19.7 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged students will decrease the baseline of 25.6 (Orange) from 2019 by a total of -3 or more (to reach Yellow) with a stretch goal of -15.6 or more (to reach Green) to end at 22.6 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for English Learners will decrease the baseline of 13.6 (Yellow) from 2019 by a total of -3.6 or more (to reach Green) with a stretch goal of -8.6 or more (to reach Blue) to end at 10 or lower by the end of the 2021-2022 school year.

Identified Need

AAM has an ongoing problem with chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 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.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 7

Chronic Absenteeism for All Students will decrease the baseline of 22.6 (Orange) from 2019 by a total of -3 or more (to reach Yellow)with a stretch goal of -17.6 or more (to reach Green) to end at 19.6 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for African American students will decrease the baseline of 22.6 (Red) from 2019 by a total of -0.5 or more (to reach Orange) with a stretch goal of -3 or more (to reach Yellow) to end at 22.1 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 21.6 (Orange) from 2019 by a total of -1.6 or more (to reach Yellow) with a stretch goal of -11.6 or more (to reach Green) to end at 20 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for Hispanic students will decrease the baseline of 22.7 (Orange) from 2019 by a total of -3 or more (to reach Yellow) with a stretch goal of -12.7 or more (to reach Green) to end at 19.7 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for Socioeconomically Disadvantaged students will decrease the baseline of 25.6 (Orange) from 2019 by a total of -3 or more (to reach Yellow) with a stretch goal of -15.6 or more (to reach Green) to end at 22.6 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for English Learners will decrease the baseline of 13.6 (Yellow) from 2019 by a total of -3.6 or more (to reach Green) with a stretch goal of -8.6 or more (to reach Blue) to end at 10 or lower by the end of the 2020-2021 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for all students	22.6	19.6
CA Dashboard for African American Students	22.6	22.1
CA Dashboard for ELLs	13.6	10.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for Socioeconomically Disadvantaged Students	25.6	22.6
CA Dashboard for Students with Disabilities	21.6	20.0
CA Dashboard for Hispanic Students	22.7	19.7
Attendance Plan and Reports	18.4	16.

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

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

All students will be served by this strategy.

Strategy/Activity

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 8

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

Strategy/Activity

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

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

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.

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

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

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

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

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

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	$83,308.88
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$83,308.88
Other State/Local Funds provided to the school	$53,900.00

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	$83,308.88

Subtotal of additional federal funds included for this school: $83,308.88

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)	$53,900

Subtotal of state or local funds included for this school: $53,900

Total of federal, state, and/or local funds available for this school: $137,208.88

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	83,308.88	5,484.88
LCFF - Supplemental and Concentration (S/C)	53,900.00	-7,582.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	61,482.00
Title I	77,824.00

School Site Council Membership

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

1 School Principal

6 Classroom Teachers

3 Other School Staff

10 Parent or Community Members

Name of Members	Role
Benita Scheckel	Principal
Carolyn Artiaga	Parent or Community Member
Jessica Brock	Parent or Community Member
Aimee Daniels	Parent or Community Member
Jennifer Nishizaki	Parent or Community Member
Sophie Durand	Classroom Teacher
Donald Goodrich	Other School Staff
Dana Hill	Classroom Teacher
Regina Major	Other School Staff
Panagiota Regopoulos	Classroom Teacher
Ashley Webb	Classroom Teacher
Tomi Colguin-Daily	Parent or Community Member
Jessica Comfort	Parent or Community Member
Nicole Hanson	Parent or Community Member
Dana Hill	Other School Staff
Jessica McVay	Parent or Community Member
Zachary Steele	Parent or Community Member
Claudine Voznick	Parent or Community Member
Hermalina Brown-Bolton	Classroom Teacher
Maria Luna Sarabia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2021.

Attested:

Principal, Benita Scheckel on

SSC Chairperson, Panagiota Regopoulos on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 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: Altadena

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	298	$52,495.68

Website: Our website contains a variety of information about the school and its policies as well as a calendar of events that is updated on a regular basis. https://altadena.pusd.us

School Rules and Policies

Attendance

Absence from school, regardless of the reason limits your child's educational opportunities and can negatively affect his/ her grades and academic achievement. Children cannot learn when they are not here. This also includes signing students out early on school days.

Notification of Absences If your child is absent please call 626.396.5650 ext. 14001 or provide a written excuse from home when returning to school.

Excused absences include: illness, quarantine, doctor's appointment, attending a funeral, religious holiday/ exercises, and others per EC 46014 and 48205. Per EC 48260, EC 48261, & EC 48263 a student is considered truant after three tardies of more than 30 minutes each time or after three absences without valid excuses.

Extended Absence: If you know that your child will be absent for 5 or more consecutive days, please contact the office so we can arrange an Independent Study Agreement.

Tardies: Students arriving after the tardy bell are tardy. Each tardy means valuable instructional time is lost. If your child is tardy he or she should report to the office for a tardy slip.

Visitors on Campus: There should be no visitors on campus at this time. If you need to come onto campus, please come to the main office door and call the number. Someone will let you in. You will have your temperature checked, be asked to sign in and must remain masked at all times.

School Discipline Philosophy: The goal of Altadena Art's discipline philosophy is to maintain a safe school environment, which promotes academic achievement and feelings of safety, respectfulness, and responsibility.

We are a **Capturing Kids' Hearts school**. This means we are a **relational campus** where students are responsible to themselves, their peers, teachers/staff, and their school. All classrooms build and refer to their **Social Contract** and students and staff follow the **EXCEL Model.**
Engage with daily meet and greet at the door and during transitions.
Xplore needs and interests with each other.
Communicate we care and that our message is relevant.
Empower "My teaching becomes your doing."
Launch Meaningful ending and sending at the end of a lesson and at the end of each day.

Altadena Arts Magnet
Family Handbook 2020-2021

Getting Involved

Parent Teacher Association (PTA) - Parental involvement has proven to be an important part of a child's education. While we encourage you to attend PTA meetings and get involved with our wide range of committees, we understand that everyone's schedule allows for a different level of participation. We have planned many great fundraising activities for the 2019-2020 school year. We hope that you will support us as we raise funds for field trips, events, and teaching materials. For more information please contact PTA President, Mr. Michael McCarthy at beanred@sbcblobal.net

Statutory Councils

Altadena Annual Fund (AAF) - Annual Fund is an organization designed for the sole purpose of raising money for our PUSD schools to offset budget deficits and provide enrichment. Parents plan an annual giving drive for school families and the local Altadena community. Teachers, staff, administration, and the School Site Council determine how funds are spent. For more information on our Annual Fund please contact Ms. Vicki Klopsch at AltadenaAF@gmail.com

AAPC (African American Parent Council) - is a coalition of collaborative parents, students, schools, and communities. The AAPC respects and embraces the diverse cultures of our communities, facilitates educational equity and improvements in academic outcomes, values varied forms of parent involvement to foster the healthy development of all students, and provides tools and skills necessary for families to access information to purposefully participate in a rapidly changing world. For more information on our AAPC please contact Mr. Jason Davis at jrdenterprises78@gmail.com

ELAC (English Language Advisory Council) - Parents participate in the English Learner Advisory Committee to address issues specifically related to English Learners. The committee typically reviews EL data and programs and advises the principal, school staff, and SSC on programs and services for English Learners to assure the needs of ELL students are being met. For more information about ELAC, please contact Ms. Stephanie Shawn at shawn.stephanie@pusd.us

ALTADENA ARTS MAGNET ACADEMIC COMPACT 2020-2021
Altadena Arts Magnet and French Dual Language Immersion School

School Administration

As the Principal of Altadena Arts Magnet, I will:

● Make decisions that are driven by what is best for students;

● Act with integrity and respect in my interactions with students, parents and staff;

● Make information regarding the school easily accessible and encourage diverse input and differing opinions about issues related to Altadena's single plan of student achievement;

● Encourage the participation of parents and the community in all aspects of Altadena Arts Magnet;

● Maintain a safe school environment; and

● Provide high quality services for students, using Altadena's resources prudently, efficiently and equitably.

_____

Principal Signature   Date

Teacher

As a Pasadena Unified School District teacher, I will:

● Teach classes through interesting and challenging lessons that engage students in learning and promote student achievement;

● Endeavor to motivate my students to learn;

● Incorporate the Cougar Values in teaching, academic and behavioral standards;

● Incorporate State of California grade level standards in teaching and learning;

● Have high expectations for student achievement and behavior, enforce rules equitably and help every child to develop a love of learning;

● Communicate regularly with families about student progress;

● Encourage parent involvement in school activities;

● Provide meaningful homework assignments to reinforce and extend learning;

● Participate in professional development opportunities that improve teaching and learning;

● Support the formation of partnerships between families and community organizations;

● Participate in collaborative decision making with other school staff and families for the benefit of students.

_____

Teacher Signature   Date

Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2021-22

Many Voices. One Song. Rising to Greatness!

Problem Statement	Long-term Outcome (Outcome/Need)
Schools with a high population of unduplicated students with many, diverse needs often have low academic achievement, high rates of chronic absenteeism and high rates of suspension.	Students are supported by school-wide systemic reform, strong PBIS systems with data, and well-developed arts magnet theme instruction in a conservatory model.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
We engage in data chats twice yearly with teachers	Teachers will be aware of their student's progress	Increase IRI scores for all students	More students performing at or above grade level as measured by the SBAC ELA.
Fund a Computer Learning/Library Coordinator position	Students will have access to check out books while also learning to use the Innovation Lab	Students develop a love of reading	A school-wide culture of reading and more students performing at or above grade level as measured by the SBAC ELA.
Teachers hold goals conferences with students at each trimester (3x per year)	Students will become aware of their current academic performance level and what their	Students can set measurable goals and teachers can develop strategies to help students reach their goals	More students performing at or above grade level as measured by all sections of the SBAC, iReady

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	learning target is		Diagnostics, IRI and Science assessment for 5th graders.
Fund 1 Project Aide 2/Behavior	Students and families will have additional, tiered behavior supports and resources throughout the day	Our school continues to develop as a relational campus where all students feel safe and valued	Decreased rates of chronic absenteeism and reduced total number of suspensions.
Fund 4 Project Aides 1/Recreation	Students will have greater supervision and engagement during recess and lunch recess	We reduce the number of negative peer interactions during free time	A reduced total number of suspensions and out of class referrals and family and community perception of AAM as a safe school increases with enrollment.

If… Then… So that… Which leads to…

IF We engage in data chats twice yearly with teachers
THEN Teachers will be aware of their student's progress
SO THAT We can increase IRI scores for all students
WHICH LEADS TO
More students performing at or above grade level as measured by the SBAC ELA.

IF Fund a Computer Learning/Library Coordinator position
THEN Students will have access to check out books while also learning to use the Innovation Lab
SO THAT Students develop a love of reading
WHICH LEADS TO

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A school-wide culture of reading and more students performing at or above grade level as measured by the SBAC ELA.

IF   Teachers hold goals conferences with students at each trimester (3x per year)

THEN   Students will become aware of their current academic performance level and what their learning target is

SO THAT   Students can set measurable goals and teachers can develop strategies to help students reach their goals

WHICH LEADS TO

More students performing at or above grade level as measured by all sections of the SBAC, iReady Diagnostics, IRI and Science assessment for 5th graders.

IF   Fund 1 Project Aide 2/Behavior

THEN   Students and families will have additional, tiered behavior supports and resources throughout the day

SO THAT   Our school continues to develop as a relational campus where all students feel safe and valued

WHICH LEADS TO

Decreased rates of chronic absenteeism and reduced total number of suspensions.

IF   Fund 4 Project Aides 1/Recreation

THEN   Students will have greater supervision and engagement during recess and lunch recess

SO THAT   We reduce the number of negative peer interactions during free time

WHICH LEADS TO

A reduced total number of suspensions and out of class referrals and family and community perception of AAM as a safe school increases with enrollment.

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School: Altadena Arts Magnet	Principal: Benita Scheckel
School Number: 626-396-5650	Counselor:None
Date Completed: 5/12/21	Principal Signature: Benita Scheckel

Goal: Increase the percentage of students attending at 96% or higher. Decrease chronic absenteeism by 3%.

2020 - 21 Current ATT Percentage	2020 - 21 ATT Short Term Goal	2020-21 ATT Long Term Goal
94.84	96% (+1.16)	97% (+2.16)
2021 - 22 Current Chronic Absence Percentage	**2021 - 22 Chronic Absence Short Term Goal**	**2021 - 22 Chronic Absence Long Term Goal**
18.7	16.0	12.

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

We will continue to hold monthly case management meetings with attendance data for our chronically absent.	Our students who are showing signs of difficulty transitioning back into the school schedule.	We will identify students struggling to return to school due to Covid-19 using AERIES queries, office referrals, no show lists, and remote learning participation rates	Our case management team will develop individualized plans and supports to 100% of students who have been identified on a monthly basis.
We will identify any pupil who is chronically absent and apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.) We are also in the process of collaborating with community leaders who can lead the way in home visits for families who need support.	Chronically absent students	We will run monthly reports on AERIES to identify chronically absent students

Our RtI Coach and ILT will apply sound interventions including phone calls, home visits (if safe), personal goals for each family and community resources to support students getting to school every day on time. | Improve the attendance of 50% or more of identified students. This will be assessed and celebrated on a quarterly basis. |

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

Example:			
RtI Coach will continue to push into every classroom weekly to teach SEL curriculum to address students' anxiety related to Covid-19 and returning to school	All students	Social Emotional Learning lessons to be taught on a weekly basis	-reduced number of absences -reduced number of truant absences -reduced chronic absentee rate
Our team will work with families to set their own attendance goals and monitor their absences on a weekly basis using an attendance worksheet	All Parents	Include attendance messages each week either from a blast or a newsletter.	
We will continue to highlight the importance of good attendance habits through principal's weekly newsletter, weekly Sunday phone blasts, and all parent group meetings and presentations such as ELAC, AAPC, PTA.			

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

Pasadena Unified School District
Child Welfare, Attendance & Safety

Capturing Kids' Hearts and restorative practices are used to build relationships with all students and promote regular attendance during the transition from remotely learning to in-class	All students All teachers (through professional development)	Game Room time for classes with perfect attendance and/or most improved attendance.	Increase overall ADA percentage by 1%, which will be assessed at year's end.
Celebrate and honor our perfect attendance winners at Evening of the Stars event at the end of the school year.	Parents/Students	End-of-Year Awards	It will be progress monitored by assessing ADA figures at every attendance month.
Recognize students who the most improved attendance for each semester	Students	Special lunch with the Principal	

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 b 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?		✓	
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?			
Are GATE services provided to students during the regular instructional school day?	✓		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	✓		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	✓		
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?			

Updated 4/2020

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?	✓		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	✓		
Does the plan inform parents and teachers of the GATE referral window of August - September?	✓		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?	✓		
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?	✓		

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			✓

Updated 4/2020

	1	2	3
Middle School 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?			
Are the following instructional options used in the development of the School GATE Plan: • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory			
High School Do honors classes offered in the core subject areas of ELA and math 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/certificate 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 or demonstration options?			
Are the following instructional options used in the development of the School 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 Principals Checklist to ensure that GATE students are receiving an appropriate education?	✓		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?			✓
Does the School Site Council review and approve the GATE Principal's Checklist annually?			✓

Updated 4/2020

	1	2	3
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?		✓	
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	✓		

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?	✓		
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?		✓	
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?			
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			

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 Individual Learning Plan	✓		
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	✓		

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?	✓		
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	✓		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			✓
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			✓
Is the School GATE Plan shared with parents and the community effectively and systematically?	✓		

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?	✓		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

We do not have many GATE students so this has been a small undertaking. Our goal for the next school year is to provide more professional development to teachers who have a GATE cluster.

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

Lita Haido-Mayer

School: Altadena Arts Magnet   **Date Approved By School Site Council:**

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic		date	topic
1st meeting	N/A		**3rd meeting**		
2nd meeting			**4th meeting**		

Updated 4/2020

Altadena Arts Magnet
Family Handbook 2020-2021

I agree to carry out the following responsibilities:

- Come to school on time every day, ready to learn and work;
- Bring only necessary materials to school and be responsible for my textbooks, materials, and clothing;
- Know that I am responsible for my own learning, and will ask parents and teachers for help only when needed
- Submit completed assignments and homework on time;
- Know and follow all classroom and school rules;
- Limit my television, video games, and computer time and read at home every day;
- Show respect for the school, my classmates, the staff, and myself;
- Practice the Cougar Values and 8 Pillars of Character in my interactions with students and staff and in my pursuit of academic excellence; and
- Make healthful food choices regarding snacks and lunch.

_____

Student Signature   Date   Grade

I agree to carry out the following responsibilities:
- Help students understand their responsibilities as listed above.
- Provide and ensure a quiet time and place for homework.
- Monitor television, video games, and computer time.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school on time every day, gets adequate sleep at night, gets regular medical attention, and eats nutritious meals and snacks;
- Regularly monitor my child's progress in school;
- Support the school's safety, discipline and dress code policies;
- Participate in school activities such as Back-to-School Night, Parent-Teacher Conferences and Open House;
- Communicate the importance of education and learning to my child; and
- Respect the school, staff and families.

_____

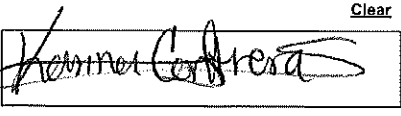Parent/Guardian Signature   Date

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 Studer Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
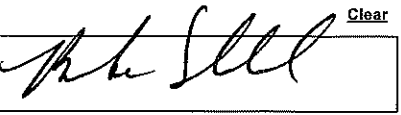
Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear *[signature: Carmina Contrera]*	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 i 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 scho goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2021

Attested:

Clear *[signature]*	Principal, Benita Scheckel *[signature]* on 5/11/2021
Clear *[signature]*	SSC Chairperson, Panagiota Regopoulos *[signature]* on 5/11/2021