

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
CIS Academy	19-64881-0117440	April 1, 2021	6/30/2021

Purpose and Description

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

Comprehensive Support and Improvement

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

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

CIS Academy is targeting remedial academics in an effort to increase students at below-basic and far-below-basic levels into at least one minimum category above. SBAC, CAASPP and English Language Learners performance strands will be used for academic evaluations.

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

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 school discussed the school plan from 2018-19 at SSC meetings in January, February and March of 2020. The SPSA was also discussed in "A" Monday staff meetings. All meetings in the 2020-21 school year have been conducted using a virtual/remote format.

Resource Inequities

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

Reduction in staffing due to numbers on norm day, when those numbers increase dramatically over the course of the school year, funding does not follow proportionally

School Vision and Mission

To meet its vision and mission, the CIS Academy has implemented blended learning, combining supplemental seminars and additional target studies, to meet the needs of its diverse population, as well as the demands of current local, state and federal requirements. Using Chromebooks and guided by Common Core standards, teachers collaborate to create, adjust and improve their lessons. One of the strengths of the CIS Academy is the individual relationships cultivated between students and teachers through an Individualized Learning Plan that is developed and personalized for each student. Finally, consistent contact is maintained among all stakeholders.

CIS Academy, as an independent study high school, provides a strong academic foundation with multiple pathways to graduation. We seek to prepare students through the combined efforts of students, teachers, parents, and stakeholders by creating a learning environment that enables students to become effective communicators, critical thinkers, and self-directed learners. Our goal is that students incorporate these skills into productive life-long learning skills to be responsible independent thinkers in a twenty-first century culturally diverse democratic society.

School Profile

The CIS Academy (CIS) is an alternative education school housed on the campus of Pasadena High. Utilizing independent study as the main method for curriculum delivery to students in grades 6 to 12, CIS serves predominately Hispanic and African American students with a small percentage of Caucasians and Asian students (Enrollment: Sub-Section 5). Located fifteen miles northeast of Los Angeles in the city of Pasadena at the base of the picturesque San Gabriel Mountains, CIS is surrounded on three sides by tree lined residential streets and the Eaton Canyon Wash and Golf Course to the east.

The Pasadena Unified School District (PUSD) serves a diverse population and enrolls more than 15,350 students in TK to 12 th grade in a 76-square mile area that includes Altadena, Pasadena, Sierra Madre and unincorporated areas of Los Angeles County. The District currently operates twenty-three (23) schools and programs: thirteen elementary schools, three middle schools, one K-8 school, two high schools (grades 9-12), one continuation high school, and one alternative education school (grades 6-12).

PUSD has been experiencing declining enrollment since 2001. Part of this can be attributed to the high number of private and charter schools within the District boundaries. There are fifty-two such schools to date. Approximately 28,164 students, age 4-17, reside within Pasadena Unified School District boundaries and only 15,350 attend PUSD Schools.

The community served by the Pasadena Unified School District is ethnically, linguistically, and economically diverse. From the 2010 Census; 137,000 people resided in the city of Pasadena; 38.8% of the population is white, 33.7% Hispanic, 14.1% Asian, 10.1% African American, all other ethnicities make up 3.2%. The median household income is \$61,450. The median price of housing is \$657,000. The median price of rentals for two-bedroom units averages \$1800 per month.

The percent of those owning homes is 45.8%. Of the 90,934 residents over the age of twenty-five; 48% have a college degree and 67% have attended college. Twenty-one percent (18,653 of 90,934) have not received a high-school diploma or its equivalent.

Eighty-one percent of Pasadena residents have lived in the city for at least a year; only sixty-eight percent for more than five years. Forty-six percent of the households in Pasadena speak a language other than English at home. The labor force is 18,000 strong according to 2010 census data. The poverty rate of Pasadena is 13.5%. These conditions, coupled with recent economic reality, have created a highly transitional population. This is reflected in the CIS Academy enrollment as well as the District. CIS typically serves 200-270 students at any one time. However, it serves 325- 450 students in any one year because students are constantly transferring in and out of the school throughout the year. This directly affects our ability to evaluate student progress based solely on standardized test scores and graduation rates.

The ethnic enrollment of the school differs from the District in serving ten percent (10%) more Hispanic/Latino students than other schools, and almost twice the ratio of the city population. The percentage of white students is half that of the district; a one-sixth ratio compared to the city. The African American student ratio is the same for both school and district, while the Asian ratio considerably less than the city numbers.

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

The CIS Academy is now spread across of nine classrooms, serving 200-270 students at any time with six and a half teachers, and a supporting staff consisting of one counselor, an administrator, an office manager, and a data clerk. The school currently serves a population of predominately “at risk” students who may be more successful in an alternative educational setting, because of any of the following: credit recovery, medically fragile, students with adult issues (e.g. teen parenting or working to support their families), professional careers (e.g. actors or performing arts), homelessness, and substance abuse. Included are students who are accelerating the pace of their education by dual enrollment in college classes. The school also serves students who are age-inappropriate to grade level, substantially behind in credits for their age, transitioning to adult school programs, and in dropout recovery. Under special circumstances, a limited number of middle school students are enrolled. Currently, there are seven students enrolled in middle school. CIS Academy is now a digital school using technology accessed through Chrome books with Power School, Canvas and Acellus learning management systems to deliver curriculum. The Career Technical Education (CTE) courses are offered through the Careers Exploration Opportunities (CEO) pathway that consists of our Medical Arts Program and our Careers Development Program.

CIS Academy works closely with several agencies and groups from the local community. Parent and community organizations include the School Site Council (SSC), and various District parent leadership groups including, District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committee (PAC) and District Advisory Council (DAC). We have instituted community partnerships with Kaiser Permanente, Huntington Hospital, the Lions Club, City of Hope, Pet Smart, Flintridge Foundation, College Access Plan, Pasadena Bioscience Collaborative and a renewed partnership with the Community Education Center and Pasadena City College. The Sycamore Group provides students who need counseling (and have Medi-Cal) with therapeutic treatment; students who do not qualify are referred to outside agencies. Off-campus, the Armory Pasadena Art Center and Foundation works in conjunction with the school to provide a variety of art classes. CIS students participate in sketching, drawing, painting and collage for Fine Arts and elective credit. Students are also enrolled in courses offered through Pasadena City College using CIS facilities. These are college-level classes and count as a full-year credit per course for CIS students.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	8.78%	11.92%	11.0%	18	23	17
Asian	2.44%	0.52%	1.3%	5	1	2
Filipino	0.98%	0.52%	%	2	1	
Hispanic/Latino	70.73%	70.47%	67.5%	145	136	104
Pacific Islander	%	0.52%	0.7%		1	1
White	13.66%	12.95%	14.9%	28	25	23
Multiple/No Response	0.98%	0.52%	%	2	1	
Total Enrollment				205	193	154

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	1	1	1
Grade 7	3	4	
Grade 8	10	6	1
Grade 9	7	7	4
Grade 10	20	10	13
Grade 11	49	58	14
Grade 12	115	107	121
Total Enrollment	205	193	154

Conclusions based on this data:

1. There is no significant change in enrollment per ethnic group number, although AA population doubled from 10 to 19 over the three year period. There are no significant numbers as the school has no class base. The number of student fluctuates because students transfer in and out throughout the year, both before and after testing. This factor qualifies the school to be designated under DASS.
2. There is no significant change in grade level enrollment

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	25	12	20.0%	13.0%	7.8%
Fluent English Proficient (FEP)	65	69	67	31.7%	35.8%	43.5%
Reclassified Fluent English Proficient (RFEP)	0	1	22	0.0%	2.4%	88.0%

Conclusions based on this data:

1. There is no significant change in EL student population. The numbers dropped each year by basically 50% for RFP but only included 9 to start in 2015-16 to 1 in 2017-8 There no class base for English Learners as students transfer in and out through the school year both before and after testing. School is a DASS designated site.
2. The only significant change was in FEP which decreased from 97 students in 2015-16 to 62 in 2017-18, however overall EL enrollment dropped from 132 in 2015-16 to 84 in 2017-8

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	14	*	*	8	*	*	8			57.1
Grade 11	65	64	74	56	45	63	56	45	63	86.2	70.3	85.1
All Grades	79	77	96	68	56	75	68	55	75	86.1	72.7	78.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2505.	2497.	2484.	3.57	11.11	4.76	14.29	11.11	17.46	41.07	17.78	12.70	41.07	60.00	65.08
All Grades	N/A	N/A	N/A	7.35	10.91	4.00	14.71	12.73	16.00	38.24	14.55	14.67	39.71	61.82	65.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	12.50	15.56	7.94	44.64	42.22	36.51	42.86	42.22	55.56
All Grades	13.24	12.96	8.00	47.06	42.59	34.67	39.71	44.44	57.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5.36	6.67	9.52	30.36	26.67	25.40	64.29	66.67	65.08
All Grades	8.82	5.56	8.11	32.35	27.78	29.73	58.82	66.67	62.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5.36	8.89	6.35	69.64	44.44	53.97	25.00	46.67	39.68
All Grades	8.82	7.41	6.67	66.18	44.44	49.33	25.00	48.15	44.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5.36	8.89	11.11	50.00	37.78	28.57	44.64	53.33	60.32
All Grades	7.35	12.96	9.33	50.00	31.48	29.33	42.65	55.56	61.33

Conclusions based on this data:

1. There is no class base to evaluate the data as most students transfer in and out of the school throughout the school year before and after testing and are not identified by the location where they were tested. This is one of the factors as to why the school is DASS designated.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	14	*	*	9	*	*	8			64.3
Grade 11	65	64	74	56	48	62	56	48	62	86.2	75	83.8
All Grades	79	77	96	68	57	75	68	57	74	86.1	74	78.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2450.	2463.	2447.	1.79	2.08	1.61	7.14	6.25	1.61	7.14	12.50	6.45	83.93	79.17	90.32
All Grades	N/A	N/A	N/A	4.41	1.75	1.35	5.88	5.26	1.35	10.29	15.79	8.11	79.41	77.19	89.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	1.79	4.26	1.61	10.71	10.64	3.23	87.50	85.11	95.16
All Grades	4.41	3.57	1.35	13.24	12.50	5.41	82.35	83.93	93.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	1.79	4.26	1.61	17.86	25.53	20.97	80.36	70.21	77.42
All Grades	4.41	3.57	1.35	19.12	23.21	21.62	76.47	73.21	77.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	1.79	2.08	1.61	35.71	50.00	35.48	62.50	47.92	62.90
All Grades	4.41	1.75	1.35	32.35	49.12	33.78	63.24	49.12	64.86

Conclusions based on this data:

1. A major challenge for the school is that over 77% of students entering CIS are far below grade level in math and with several adjustments to District curriculum the last few years, the school needs to develop instructional sections/interventions of curriculum to better serve individual student needs.

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 7		*		*		*		*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	4
Grade 12	*	1492.7	*	1471.2	*	1513.6	*	18
All Grades							18	24

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
10	*	*	*	*		*		*	*	*
11	*	*		*	*	*		*	*	*
12		5.56	*	11.11	*	11.11	*	72.22	*	18
All Grades	*	8.33	*	16.67	*	16.67	*	58.33	18	24

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
11	*	*	*	*		*		*	*	*
12	*	11.11	*	11.11	*	16.67	*	61.11	*	18
All Grades	*	20.83	*	8.33	*	25.00	*	45.83	18	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*	*	*	*	*		*	*	*
11		*	*	*		*	*	*	*	*
12		0.00		11.11	*	22.22	*	66.67	*	18
All Grades		4.17	*	12.50	*	25.00	*	58.33	18	24

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
11	*	*	*	*	*	*	*	*
12		5.56	*	16.67	*	77.78	*	18
All Grades	*	4.17	*	33.33	*	62.50	18	24

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
12	*	27.78	*	22.22	*	50.00	*	18
All Grades	66.67	33.33	*	29.17	*	37.50	18	24

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
12		5.56	*	33.33	*	61.11	*	18
All Grades		8.33	*	37.50	*	54.17	18	24

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		0.00	*	38.89	*	61.11	*	18
All Grades	*	0.00	66.67	50.00	*	50.00	18	24

Conclusions based on this data:

1. Data is insignificant due to limited numbers. School has implemented and is developing an instructional module for ELL with intense tutoring, team teaching and instruction.

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
205	62.9	20.0	0.5

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	20.0
Foster Youth	1	0.5
Homeless	7	3.4
Socioeconomically Disadvantaged	129	62.9
Students with Disabilities	8	3.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	8.8
Asian	5	2.4
Filipino	2	1.0
Hispanic	145	70.7
Two or More Races	5	2.4
White	28	13.7







Conclusions based on this data:

1. This data is not accurate as there were over two hundred-fifty students in CIS over the course of the year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>Red</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>No Performance Color</p>	<p>Chronic Absenteeism</p>  <p>No Performance Color</p>	
<p>College/Career</p>  <p>Red</p>		

Conclusions based on this data:

1. This summary is inaccurate as CIS Academy is an Alternative school and as such falls under other state guidelines that the state is currently developing. Non sufficient data

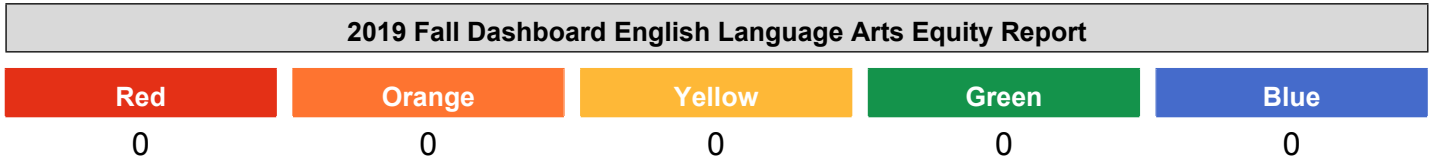
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p> No Performance Color</p> <p>128.7 points below standard</p> <p>Declined Significantly -48.6 points</p> <p>48</p>	<p>English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>135.1 points below standard</p> <p>Declined Significantly -58.2 points</p> <p>36</p>	<p>Students with Disabilities</p> <p> No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 135.1 points below standard Declined Significantly -32.4 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 5	123 points below standard Declined Significantly -75.7 points 24

Conclusions based on this data:

1. N/A - students enroll throughout the year before and after testing. Not enough data, DASS designation.

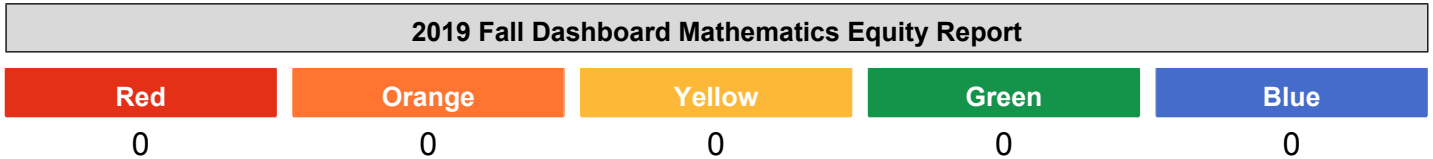
School and Student Performance Data

Academic Performance Mathematics





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








This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>No Performance Color</p> <p>207 points below standard</p> <p>Declined Significantly -43.5 points</p> <p>48</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>215.1 points below standard</p> <p>Declined Significantly -32.7 points</p> <p>35</p>	<p>Students with Disabilities</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 205.6 points below standard Declined Significantly -26.5 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 5	208.7 points below standard Declined Significantly -78 points 24

Conclusions based on this data:

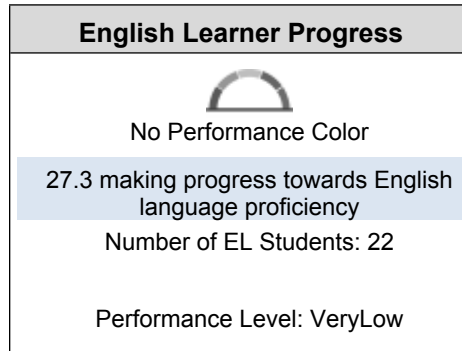
1. This data reaffirms that more than 80% of students entering CIS are far below grade level in math

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



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
9.0	63.6	4.5	22.7

Conclusions based on this data:

1. Insignificant data as students are enrolling throughout year before and after testing

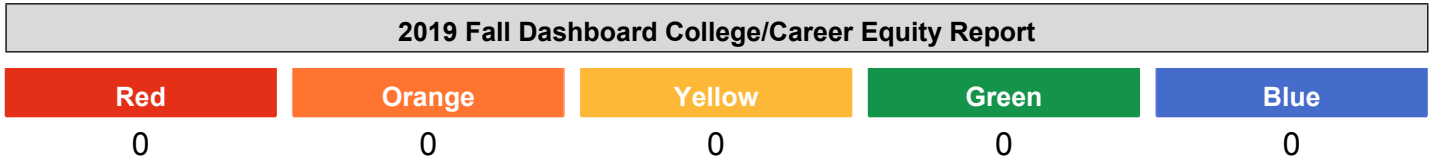
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p>Red</p> <p>4</p> <p>Maintained +1.4</p> <p>100</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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
1.7 Prepared	2.6 Prepared	4 Prepared
6.1 Approaching Prepared	7.8 Approaching Prepared	7 Approaching Prepared
92.2 Not Prepared	89.6 Not Prepared	89 Not Prepared

Conclusions based on this data:

1. N/A information is not accurate as students who completed both course work and CTE training were not entered correctly.

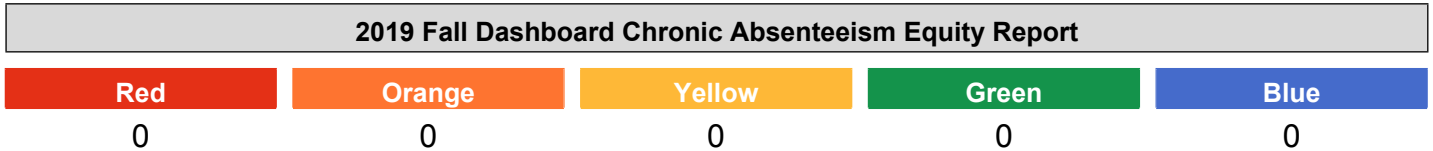
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>No Performance Color</p> <p>45.5</p> <p>22</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>58.8</p> <p>17</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 66.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

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

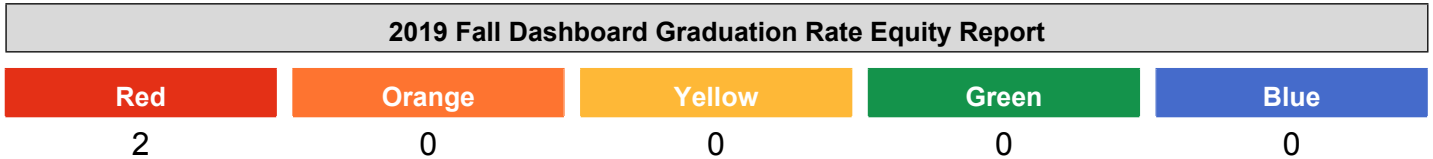
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Red</p> <p>50</p> <p>Increased +6.9</p> <p>100</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>35.5</p> <p>Increased +10.5</p> <p>31</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>46</p> <p>Increased +7.7</p> <p>63</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 43.7 Maintained +2.7 71	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 75 Increased +13.5 16

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
43.1	50

Conclusions based on this data:

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

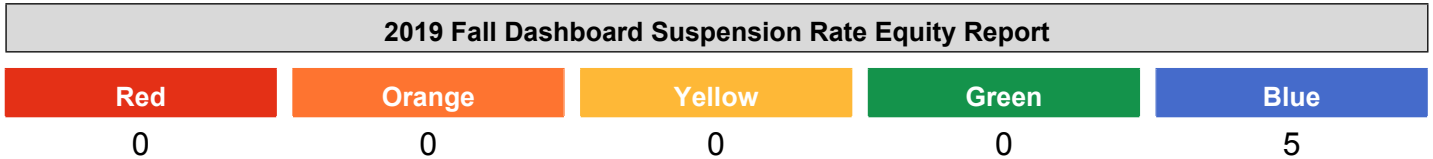
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 278</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 47</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 175</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 32		 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 183	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 44

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By May 30, 2022, school site staff will work towards creating growth in 30% of enrolled students with at least one year on the Houghton Mifflin Harcourt Reading Inventory Lexile assessment. CAASPP scores will see at least a 10-15% increase in each of the lower performance levels.

Identified Need

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

ELL students:

CIS has sought to address the needs of several adult students who have aged-out of the district's international academy. These students come with very low skills due to gaps in their education and in many cases, they are learning their third language. Thus mastery in their native language is also lacking. We are working to determine if CIS Academy is a "best fit" for these students, and if not, place them in a more appropriate learning environment

ELA students:

Students continue to show gaps in reading comprehension, writing, and discussion skills. Because of the nature of our program, students come to CIS with widely varying language needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>EL Graduation rates are well-below our school's average</p> <p>CAASPP Results 2018-2019 For ELA, 88 percent of students did not meet grade level requirements.</p>	<p>English Learners will work towards reclassification. Small group tutoring and individual tutoring will be offered for identified students who struggle with academic classes. This action will target older SPED and non- grad students from International Academy who are at level 1.</p>	<p>Increase the percentage of EL students progressing at least one level or achieving proficiency by 20 percentage points across two years.</p> <p>Increase percentage of English proficiency attainment among Long-term ELs by 25 percentage points</p> <p>Increase the percentage of academically at-risk students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Foster Care Students' transcripts will be evaluated. Credit recovery will be available for students with incomplete courses. Students will be placed on track to graduate with AB 215 district requirements or above to and thus be able to transfer to a traditional school site.	scoring meets or exceeds on the CAASPP ELA assessment by 25 percentage points. Increase the percentage of academically at-risk students scoring meets or exceeds on the CAASPP English assessment by 20 percentage points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

English Learners will be assessed three times a year (pre, during, and post) on the Houghton Mifflin Harcourt Reading Inventory Lexile assessment or Achieve3000 literacy program to monitor progress in reading comprehension.

Teacher will continue a focused effort to reclassify EL students and refine and personalize the ELD curriculum to meet the linguistic needs of students.

Teacher will receive professional development on all new curriculum programs, Designated and Integrated ELD, and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards

The ELD classes will maintain a small teacher to student ratio in order to allow for increased monitoring of student performance.

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

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

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

Funding will be required for resources such as the Achieve 3000 program, document cameras, student notebooks, alternative resources such as workbooks, and textbooks (Tier 2 intervention books such as high interest EL texts as well as: Inside the Text Houghton Mifflin Harcourt), and professional development/workshops. A stipend will be provided for teacher who takes on additional duties that exceed contractual hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1385	Title I
7000	LCFF - Supplemental and Concentration (S/C)
25000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All ELA Students, grades 6-12

Strategy/Activity

Assess reading abilities upon entrance using Houghton Mifflin Harcourt Reading Inventory Lexile assessment to monitor progress in Reading Comprehension
Students will recognize, comprehend, and utilize academic language. Furthermore, the activities library would include best practices. Teachers will also develop collaborative lessons that support College and Career activities.

- Students will demonstrate mastery on strands of work that are aligned with content standards.
- Kagan strategies have been added to seminars.
- Introduction of Project Based learning activities to seminars along with introduction of cross curriculum activities and projects
- Motivational videos
- Vocabulary, Word Walls, and video tutorials are linked to practice tests and seminars.

Certificated hourly tutoring in all subjects

Funding will be required for resources such as the Achieve 3000 program, document cameras, student notebooks, alternative resources such as workbooks, and textbooks (Tier 2 Intervention books: Inside the Text Houghton Mifflin Harcourt), and professional development/workshops. Student Leadership activities, ASB/HOSA. A stipend will be required for teacher who takes on additional duties that exceed contractual hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

By May 30,2022, 90% of long term EL students will increase their level of English proficiency attainment by 60 percentage points on ELPAC assessment.

Strategy/Activity

- Strategies have been added to seminars.
- Introduction of Project Based learning activities to seminars along with introduction of cross curriculum activities and projects
- Motivational videos
- Vocabulary
- Word Walls and video tutorials are linked to practice tests and seminars.

*Small individualized tutorial groups

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)

2500

Source(s)

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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

By May 30, 2022, school site staff will work towards creating growth in 35% of students enrolled for at least one year on the Carnegie program. CAASPP scores will see at least a 15% increase in each of the lower level performance levels.

Identified Need

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

The alignment of instruction with MATHia and state and district content standards. In 2018-2019 79% of 11th grade students were below standard. Development of meaningful math models to improve both individual and seminar instruction of math. Teachers will need to evaluate individual student's scores on MATHia and supplement instruction for the individual student.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math scores are well below district levels CAASPP results for 2018-19 For math students 74% of all students did not meet grade level requirements.	CIS Academy is retargeting remedial math with a focus on an identified student need based on Carnegie categories in an effort to increase students at below-basic and far-below-basic levels into one category above. Carnegie assessment tools for teachers to be implemented.	Increase the percentage of students enrolled in math classes by at least one level or achieving proficiency by 30 percentage points across a year and a half. Increase the percentage of academically at risk students scoring meets or exceeds on the CAASPP math assessment by 25%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

By May 30, 2022, all students will need to develop academic language at independent levels. Teachers will continue to stress academic language in all subject matter for all students. Teachers will guide students in selecting appropriate academic language during seminars/classes. Students will gain insight and understanding of practical use of knowledge.

Strategy/Activity

Introduction of Project-Based Learning (PBL) activities in seminars along with the introduction of cross-curriculum activities and projects. The use of Carnegie and Kagan's strategies will be implemented and developed into seminars.

Math students will be assessed three times a year (pre, during, and post) on the Carnegie program to monitor progress in various subject areas. The teacher will continue a focused effort to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students. Teachers will receive professional development on all new curriculum programs, Designated and Integrated ELD and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.

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

Software programs such as IXL will be used as a supplemental resource to provide students with a scaffold towards grade level concepts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6275

LCFF - Supplemental and Concentration (S/C)

2415

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

By May 30, 2022 100% of students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests, and mid-term and final exams.

Strategy/Activity

Students will demonstrate mastery of strands of work that are aligned with content standards. Carnegie resources will be used for teaching, Mathia for intervention, and Kagan strategies have been added to seminars for group work.
Motivational videos
Vocabulary,
Word Walls; and video tutorials are linked to practice tests and lectures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will meet graduation requirements with proficiency in all subjects

Strategy/Activity

After school tutoring and support by subject matter teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

To have well-trained and qualified teachers using curriculum and instruction for each student, each day and supported by a well-trained support staff in order to have 100% of all students exposed to both career and academic opportunities by May 30, 2022

Goal 3

All junior and senior students will be exposed to both career and academic opportunities by May 30,2022 by qualified teachers using curriculum and instruction that is cross-curricular with project based learning (PBL) modules..

Identified Need

To improve at-risk student's awareness of both academic and professional opportunities upon graduation. To insure student awareness/knowledge of College and Career application process

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will develop academic language and a activities library to help coordinate cross curricular projects as well as work based learning activities. Teachers will also develop collaborative lessons that support College and Career activities. Number of senior students	Teachers will attend district sponsored PD's but also Professional Conferences such as the CCIS, CCTEC, Common Core, Edams, CAASPP, ICEV and others to improve knowledge and skill sets in order to work effectively with students. Students will visit both colleges and professional business organizations	100% of all students will be exposed to both career and academic opportunities by May 30,2022 by qualified teachers using curriculum and instruction. 95% of the at risk students will meet the professional and academic readiness goals in order to meet the college and career readiness expectations of the community and district. 95% of students will be accepted to enroll in college or secured employment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be exposed to both career and academic opportunities by May 30,2022 by a qualified teacher using curriculum and instruction
100% of students will be supervised by well-trained and qualified teachers each day and supported by a trained support staff.
all students will be exposed to both career and academic opportunities by May 30,2022 by qualified teachers using curriculum and instruction.

Teachers will work with community, businesses and academic partners to deliver coordinated academic and professional skills.
 Teachers will apply goal-setting and decision-making skills into the curriculum for future education and career planning.
 Additional hourly compensation for academic counseling to support student success.

Strategy/Activity

By May 30,2022 100% of all seniors will prepare a professional job resume and complete and defend a senior defense project.
 Teachers will apply academic skills such as math and communications to employment situations/opportunities.
 Teachers will refine the process of coordinating the driving question and cross curricular projects/lessons.
 School will partner with College Access Plan to mentor students through the college application process.
 Visits to colleges and professional business organizations and guest speakers/presentations on topics relevant to college and career planning.
 Students will work with the Student Success Collaborative project to find barriers to academic success and effect positive change with an educational setting.

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)
2,425	LCFF - Supplemental and Concentration (S/C)
4,296	Title I
114,000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

By May 30, 2022 All students will be exposed to Career Planning curriculum using employer based skill sets and training methods

Strategy/Activity

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

Teachers will refine the process of coordinating the driving question and cross-curricular projects/lessons.

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

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)

5,000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

95% of all students will demonstrate mastery by May 30, 2022, on strands of work that are aligned with content standards that will both meet academic and professional employment skills by May 30, 2022.

Strategy/Activity

A teacher survey will be developed to gather insight/information about current issues regarding school and students.

Teachers will collaborate to develop cross-curricular and project based/work based projects.

Teachers will help instruct/guide students to demonstrate mastery on strands of work that are aligned with both academic and work based experience.

Teachers will job shadow at least 50% of their students to understand what student skill sets are needed.

The independent variable will reflect what is actually covered in class.

Staff will decide what data is relevant to evaluate school performance.

CTE teachers will also collaborate in discussion with teachers to create pathway courses for students.

Conduct two day "buy back" teacher program to develop and expand teacher ability to hold academic conversations with meaningful Depth of Knowledge questioning strategies to ascertain student subject mastery.

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)

20,000

CSI

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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

By October 1, 2021, and May 1, 2022, conduct a school climate survey among students, staff and parents using valid and reliable survey tools such as the California School Climate, Health, and Learning Survey (at least twice a year).
 By August 15, 2021, students will be in an environment that is safe, caring and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Identified Need

There is a need for a separate entrance to the school as the main student entrance is through a classroom which causes two issues: (1) entrance to the school is limited to the hour which causes students to gather outside the front door without supervision; (2) entrance during class time disrupts seminars in session.
 It is recommended that a separate entrance be created with control of entrance monitored from the office. A protocol needs to be developed to administer this procedure There is a need for a school-wide community survey to understand students, parents and staff needs and concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will be able to enter school through a secure location other than a classroom Staff meetings,/discussions to discuss best possible location and protocols. Structure staff discussions on "A" Mondays to discuss individual student progress.	The district will upgrade the current surveillance system to enable staff to see students who need to enter school without disrupting classroom activities. Best and most secure location for new school entrance. Determine systemic methodology to monitor individual student progress and coordinate efforts with parents.	An upgraded system that would make for an improved, more efficient protocol of entering and leaving school site. Evaluation process for student academic progress as a staff

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

By May 30, 2022, all students will be able to enter school through a secure location other than a classroom.
Refine CIS protocols for students missing work assignment deadlines.

Strategy/Activity

As all other recommendations for this LCAP goal have been met, this need would complete the need for 21st learning goals and environment. As such school site staff discussions would make a list of of recommendations for this entrance's location to facilities and ITT.

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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 5

By May 30, 2022, school site staff will continue to build trusting relationships between themselves and families that support and foster shared responsibility for student learning, developmental growth and academic success.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

By May 30, 2022, 100% of all students and their support systems, parents/guardians, will collaborate with school site staff and will engage in a series of activities to develop school-specific family and community workshops.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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

Goal 10

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 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.

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	\$8096.40
Total Federal Funds Provided to the School from the LEA for CSI	\$153,254.70
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,351.10
Other State/Local Funds provided to the school	\$18,200.00

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	\$8,096.40
CSI	\$153,254.70

Subtotal of additional federal funds included for this school: \$161,351.10

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)	\$18,200.00

Subtotal of state or local funds included for this school: \$18,200

Total of federal, state, and/or local funds available for this school: \$179,551.10

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	18,200.00	0.00
Title I	8,096.40	-4,999.60
CSI	153,254.70	-16,745.30

Expenditures by Funding Source

Funding Source	Amount
CSI	170,000.00
LCFF - Supplemental and Concentration (S/C)	18,200.00
Title I	13,096.00

School Site Council Membership

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

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

Name of Members	Role
Lawrence Torres	Principal
Debbie Curtain	Classroom Teacher
Andrea Reynoso	Classroom Teacher
Philip Quaranta	Classroom Teacher
Ruby Gonzalez	Other School Staff
Sherryl Staples	Parent or Community Member
Adrianna Allin	Parent or Community Member
Crystal McCrae	Parent or Community Member
Jada Paul	Secondary Student
Samuel Bowers	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 1, 2021.

Attested:



Principal, Lawrence on 4-1-21

SSC Chairperson, Sheryl Staples on 4-1-21

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

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

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	65	\$11,450.40



Lawrence (Larry) Torres <torres.lawrence@pusd.us>

School Plan Approval

Staples for Life <[REDACTED]>
To: "Lawrence (Larry) Torres" <torres.lawrence@pusd.us>

Fri, Apr 16, 2021 at 11:00 AM

To whom it may concern:

As Chair of the SSC at CIS Academy I can confirm that on April 1, 2021 SSC did approve the goals and SPSA plan for the 2021-2022 school year.

Sheryl M. Staples
Chair of the SSC
CIS Academy

[Quoted text hidden]

Pasadena Unified School District
CIS
School Site Council
April 1, 2021
7 P.M.

The meeting will be held virtually



[Join Webex meeting](#)

ID: 1200108653

Password: eAEf6fDj

[\(US\) +1 415-655-0001 \(toll\)](#)

Access code: 120 010 8653

Topic: School Site Council
Time: Feb. 25, 2021 7:00 PM Pacific Time (US and Canada)

- | | | |
|--------------|---|----------------------------|
| I. | Welcome / Call to Order/ Bienvenida / Llamada al Orden | Sheryl Staples, Chair |
| II. | Flag Salute/Saludo a la Bandera | Jada Paul |
| III. | Public Comment/Comentarios del Público | |
| IV. | Roll Call | Salena Gonzalez, Secretary |
| V. | Minutes/Llamada al Orden Acta (Action Item)
Approval of SSC minutes 2/25/2020 | Salena Gonzalez, Secretary |
| VI. | Principal's Update | Larry Torres |
| VII. | Unfinished Business (Action Item) | Sheryl Staples, Chair |
| VIII. | Presentations/Discussions | |
| | ● Single Plan/Goals | Larryl Torres |
| | ● Budget 2021-2022 discussion | Larry Torres |
| | ● School Plan Vote | Larry Torres |
| IX. | New Business (Action Items) | |

- School Safety Plan
- SPSA 2000/2021
- SPSA 2020/2021
- Calendar 2020/2021

X. Agenda Recommendations (Action Item)

Sheryl Staples

XI. Announcements

XII. Adjournment (Action Item)

Veronica Gonzales

☐ Next Meeting: April 22, 2021

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

2020-2021 SSC composition:

Principal

Larry Torres

Teachers:

Debbie Curtin

Phil Quarranta

Andrea Reynoso

Parents/Community Members

Sheryl Staples

Christel Mcrae

Adriana Allin

Samuel Bowers

Veronica Gonzalez (alt)

Saleina Gonzalez (alt)

Other School Personnel

Ruby Gonzalez

Students:

Jada Paul

SSC Meeting Dates For 2020-2021:

October 15, 2020 Held

February 25, 2021

Minutes:

Meeting was called to order at 7:10 by Acting Chair Selina Staples

Flag Salute led by Jada Paul

There was no public comment

Members present: Larry Torres, Debbie Curtain, Andrea Reynoso, Sheryl Staples, Christel Mcrae, Adriana Allin Jada Paul. Alternates present: Samuel Bowers, Saleina Gonzalez

Minutes Approved for 10/15/2020. Motion Christel Mcraeto approve. Seconded by Adrianan Allin. Motion passed 7-0.

Principal introduced. He gave a brief welcome and spoke about his vision for the school. He also gave a brief update on where plans to reopening the district stand.

There was no old business.

Mr. Torres discussed the role of SSC and the Council's role in monitoring the SPSA. He also discussed the CSI metric and why CIS Academy was receiving money for this category. There was a brief review of the budget expenditures. There was also an announcement that Open House would take place on 4/15/2021.

The School Safety Plan was presented to SSC. A motion was made to accept the 2020-2021 School Safety Plan was made by Adrianna Allen. A second was made by Christel Mcrae. The motion passed 7-0.

Next meeting would contain the budget for the next school year.

Unanimous consent was made to adjourn the meeting at 8:35

Pasadena Unified School District
CIS
School Site Council
April 28, 2021
7 P.M.

The meeting will be held virtually



[Join Webex meeting](#)

ID: 1200019622

Password: fipG3s9M

[\(US\) +1 415-655-0001 \(toll\)](#)

Access code: 120 001 9622

1200019622@pusd.webex.com

Topic: School Site Council
Time: Feb. 25, 2021 7:00 PM Pacific Time (US and Canada)

- | | |
|---|----------------------------|
| I. Welcome / Call to Order/ Bienvenida / Llamada al Orden | Sheryl Staples, Chair |
| II. Flag Salute/Saludo a la Bandera | Jada Paul |
| III. Public Comment/Comentarios del Público | |
| IV. Roll Call | Salena Gonzalez, Secretary |
| V. Minutes/Llamada al Orden Acta (Action Item)
Approval of SSC minutes 4/1/2021 | Salena Gonzalez, Secretary |
| VI. Principal's Update | Larry Torres |
| VII. Unfinished Business (Action Item) | Sheryl Staples, Chair |
| VIII. Presentations/Discussions | |
| • Late Start | Larry Torres |
| • Graduation and awards | Larry Torres |
| • Summer school | Larry Torres |

IX. New Business (Action Items)

Late Start
2021 Budget
Summer School

X. Agenda Recommendations (Action Item)

Sheryl Staples

XI. Announcements

XII. Adjournment (Action Item)

Veronica Gonzales

Next Meeting:

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2020-2021 SSC composition:

Principal

Larry Torres

Teachers:

Debbie Curtin

Phil Quarranta

Andrea Reynoso

Parents/Community Members

Sheryl Staples

Christel Mcrae

Adriana Allin (alt)

Veronica Gonzalez

Samuel Bowers

Saleina Gonzalez (alt)

Other School Personnel

Ruby Gonzalez

Students:

Jada Paul

SSC Meeting Dates For 2020-2021:

October 15, 2020 Held

February 25, 2021 Held

March 18, 2021 Held

April 28, 2021

Minutes for SSC meeting April 28th, 2020

Meeting was held virtually

Meeting called to order by Sheryl Staples.

Attendance: Debbie Curtain, Andreda Reynoso, Larry Torres, Jada Paul, Sheryl Staples,
Veronica Gonzalez

There was no public comment

Principal's update Discussed reopening. Covid 19 Task Force. Two members expressed an interest in joining the Covid 19 CIS Academy Task Force.

Presentation/Discussions:

Late Start Bill. Discussed the implementation of the late start bill that will go into effect in the 2022-2023 school year. There was consensus that starting later seemed to be a good fit for our school community. Support for a later starting time was expressed.

Graduation and Awards: The Principal discussed graduation and the setting up of an awards night before the end of the school year.

Summer school: The Principal brought up a plan for a four week summer school program.

New Business (Action Items):

2020-2021 School budget

Sheryl Staples moved that fund be allocated to fund a four week summer school program for CIS Academy students.

Debbie. Curtain Seconded.

Motion passed by roll call vote 6-0

Veronica Gonzalez moved that funds be allocated to hold a “buy back” professional development for teachers in early August.

Jada Paul seconded the motion.

Motion passed by roll call vote 6-0

Motion to adjourn offered by Sheryl Staples. Without objection, meeting adjourned at 7:35 pm.

Minutes for SSC 4.1.21

Meeting called to order at 7:08 by acting chair Sheryl Staples.

Flag Salute led by Jada Paul.

There was no public comment.

Members present: Larry Torres, Debbie Curtain, Andrea Reynoso, Sheryl Staples, Jada Paul, Ruby Gonzalez, Cristal McCrae

Minutes approved for 2/25/21. Motion passed 6-0 with 1 abstention

Principal's update: Discussion of SPSA goals and budget.

There was no old business.

Presentation of 2021-2022 SPSA goals and budget. There was a brief review of what different funding sources meant.

Mr. Torres moved that the 2021-2022 SPSA goals be approved. Ms. Staples seconded. Motion carried 7-0

Mr. Torres moved that 2021-2022 SPSA be approved. Ms. Staples seconded. Motion carried 7-0

Unanimous consent was made to adjourn the meeting at 8:32