School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles W. Eliot Arts Magnet Academy	19-64881-6058465		April 29, 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)

Additional Targeted Support and Improvement

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Eliot administration met with PUSD Data Facilitator David Rennie on February 18 and February 24, 2020 to discuss the CAASPP data from 2019 as well as ELPAC data, and Interim Assessment Benchmark data. On March 9, 2020, Mr. Rennie led the Eliot staff through a deep data dive and root cause analysis during the Professional Development time. Outcomes from this conversation

helped the School Site Council and Eliot Leadership Team in developing the goals for the School's Single Plan for Student Achievement and decisions on fund allocations to support the goals.

The English Language Advisory Committee met on April 09, 2020 via teleconference to give feedback and recommendations for the Single Plan for Student Achievement. On the same afternoon, the School Site Council met via teleconference, with members of the ELAC present, to review and approve the SPSA.

The Single Plan for Student Achievement was then presented to school site certificated staff at the A-Monday professional development via teleconference on , on Monday April 13, 2020.

Resource Inequities

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

For the 2018-2019 school year, Eliot's social emotional support continued to be a deficit area. The loss of the Behavior Response to Intervention (RtI) position due to funding reductions continued to demonstrate a struggle in the area of student behavioral concerns. The Behavior RtI position supported Eliot's campus by working collaboratively with site administration, teachers, campus psychologist, parents, and staff to design, implement and monitor interventions designed to help students achieve academic success. A major function of this role included deescalating students using Trauma Responsive techniques to get students to reenter the classroom environment; this particularly impacted students of low socio-economic status who reside in high trauma environments such as group homes. Additionally, during second semester of 2018-2019, Classroom Aides in Mild-Moderate Strategic Academic Instruction courses were reallocated to serve as 1 to 1 aides for students in Moderate-Severe SAI classes. This reduction in staff in the mild-moderate class created difficulties in managing students with behavioral concerns, impacting instruction for all students in these classes.

School Vision and Mission

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

We are music,

We are dance,

We are visual arts

We are theater arts.

Eliot Arts is an innovative magnet school for students in grades 6-8 who are interested in music, dance, visual arts, and theater arts. We offer all students...
- Excellent Academics- We have a team of highly educated and experienced teachers with diverse backgrounds, and rigorous, standards-based curricula.
- An Arts Focus- At Eliot Arts, students have access to music, various dance selections, theater arts, visual arts programs and electives taught by professional artists and musicians in state of the arts facilities.
- Arts Integration- Art is integrated into core academics, fostering 21st Century skills and the application of Common Core standards.

- Community Arts Partners- Students collaborate with top-rated, renowned LA area arts organizations and consultants to enhance real-world application of learning.

Our partners include: A Noise Within, Art Center College of Design, the Huntington Library, Art Collection and Botanical Gardens, the LA Music Center, Little Kids Rock, and Lineage Dance.

School Profile

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

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

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

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

Eliot has 513 students enrolled for the 2018-2019 school year. The ethnic groups which currently make up the school's' population include 19% African-American students, 65% Hispanic, 8% white, 2% Asian, 3% Filipino/Filipino American, and 1% Multiethnic (nonHispanic). Per dashboard data, Eliot Arts serves a wide variety of students: 4.1% are in foster care, 4.1% are homeless, 19.5% are designated Students with Disability, 14% English learners, and 74.7% of students are socioeconomically disadvantaged, 100% are eligible for free or reduced lunches. Eliot Arts has 1 Principal, 1 Assistant Principal, and 25 teachers, 100% are fully credentialed.

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

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

Eliot Arts had tremendous growth on the statewide CAASPP assessments, particularly in ELA, for the 2018-2019 school year and believe that the 2019-2020 scores will have improved growth.   Eliot subgroups are; African American, Hispanic, English Language Learners, Special Education, and Socio-economically Disadvantaged.

Eliot Arts teachers and other staff continue to be live long learners, focusing in the 2017-2018 school year on project based learning and trauma informed care. Working with the Buck Institute, Envision Learning, and LACOE, teachers were provided several training days in the summer of 2017 with follow up trainings throughout the school year. Additionally, teachers have participated in ongoing trainings for trauma informed care.

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

Art Gallery
Video recording Studio

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.19%	0%	1	1	0
African American	19.41%	19.49%	19.68%	99	100	99
Asian	3.14%	1.56%	0.8%	16	8	4
Filipino	1.57%	1.56%	1.39%	8	8	7
Hispanic/Latino	64.12%	64.72%	64.02%	327	332	322
Pacific Islander	0.98%	0.19%	0%	5	1	0
White	8.24%	8.38%	9.54%	42	43	48
Multiple/No Response	0.20%	0.39%	4.17%	1	2	2
			Total Enrollment	510	513	503

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	207	177	154
Grade 7	161	191	171
Grade 8	142	145	178
Total Enrollment	510	513	503

Conclusions based on this data:

1. Total school enrollment has increased significantly over recent years, leveling off at slightly over 500 students in total enrollment. However, there is a longitudinal loss of students from 7th grade to 8th, as well as from 6th grade to 7th grade in over the years of '17-'18 to '19-'19. This suggests that while students are coming to Eliot, some are not remaining for the duration of their middle school years. Causation is not explained through the data, but should be explored by the school to better understand how to retain students.

2. 6th grade in particular saw a large increase in enrollment from the '16-'17 school year (156), to the '17-'18 school year (207). However, the subsequent year saw a decrease in 6th grade enrollment by half as many, a reduction of 30 students, which also equates to a full-time teacher role on campus being lost. Causation is not explained through the data, but recruitment efforts should be examined by the School Site Council.

3. Pre-enrollment and school of choice for school year 2020-2021 has, for the first time, reached a position where there is a wait list for 1st choice candidates for 8th grade. Implications for total school enrollment have yet to be seen. Causation is partly due to the closure of another school site.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	83	72	57	16.3%	14.0%	11.3%
Fluent English Proficient (FEP)	164	167	152	32.2%	32.6%	30.2%
Reclassified Fluent English Proficient (RFEP)	8	31	14	14.0%	37.3%	19.4%

Conclusions based on this data:

1. EL Enrollment has stabilized after three consecutive years of growth, with the '18-'19 school year, with a reduction in only 11 students. FEP students have remained at a stable level over all three year.s However, the largest group increase was in the number of Reclassified students. The enrollment data does not give indication of causation, however, it could be in part owing to the VCALPS, and other accommodations for students in testing.

2. Concerted efforts were made during the '19-'20 school year to ensure that all students designated Special Education and EL were given their appropriate accommodations to test, including 1 to 1 testing supports. Testing was interrupted due to the closure of schools due to COVID-19 and data for this year will be incomplete.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2428.	2460.	2448.	3.29	5.76	6.90	7.89	17.28	14.37	26.97	23.56	18.97	61.84	53.40	59.77
Grade 7	2468.	2461.	2489.	3.17	4.17	7.65	20.63	13.89	20.59	22.22	24.31	24.12	53.97	57.64	47.65
Grade 8	2495.	2504.	2496.	3.47	9.02	3.76	20.83	18.05	18.80	27.08	27.07	31.58	48.61	45.86	45.86
All Grades	N/A	N/A	N/A	3.32	6.20	6.29	16.11	16.45	17.82	25.59	24.79	24.32	54.98	52.56	51.57

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.61	12.04	5.75	28.29	33.51	37.93	67.11	54.45	56.32
Grade 7	12.70	6.25	14.71	30.16	38.19	43.53	57.14	55.56	41.76
Grade 8	6.94	11.28	9.77	44.44	39.85	47.37	48.61	48.87	42.86
All Grades	7.82	10.04	10.06	34.36	36.75	42.56	57.82	53.21	47.38

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

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

Conclusions based on this data:

1. The baseline score from 2016-2017 of total number students above standard, as well as total students at or near standard has increased over a three year period. Particularly when looking at cohorts over time, such as 6th graders in '16-'17 who then would be represented in 7th grade in '17-'18, and 8th grade in '18-'19, there is a general trend of improvement, with a higher % of students scoring At or Near as well as Above Standard. This suggests that the general trend in student performance at Eliot is continuing to increase due to changes in practice and implementation of new teaching approaches.

2. A trend of increasing numbers of students in the % Below Standard in the strand Research/Inquiry from 2017-2018 appears across two of the three grade levels and in overall scores in this strand. This particular strand has nearly 50% of all Eliot students scoring Below Standard. Additional emphasis placed on this strand as and MTSS approach could yield benefits to overall improved scores.

3. The strand of Reading represents the lowest overall scores for Eliot students with over 58% of students scoring Below Standard. While this number is a 3 point decrease from 2 years prior, it is still a high area of concern. Increased emphasis on providing professional development and support in class for Readers Workshop would benefit student student reading scores. Differentiated professional development where reading across subject matters, as well as specific ELA intervention classes are also areas to adopt as a focus.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2420.	2432.	2419.	1.32	4.19	4.60	5.96	6.81	6.90	19.87	25.13	18.97	72.85	63.87	69.54
Grade 7	2460.	2432.	2447.	3.15	3.47	8.24	10.24	6.94	7.65	33.86	20.83	22.35	52.76	68.75	61.76
Grade 8	2465.	2470.	2456.	5.59	8.27	6.02	6.29	10.53	7.52	24.48	18.05	13.53	63.64	63.16	72.93
All Grades	N/A	N/A	N/A	3.33	5.13	6.29	7.36	7.91	7.34	25.65	21.79	18.66	63.66	65.17	67.71

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

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

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

Conclusions based on this data:

1. Although Eliot has improved the number of students taking the state test, improving from below 97% taking the test in 2016-2017 to over 98% in 2018-2019, it has demonstrated a downward trend in % of all students scoring below standard in nearly every domain. The area of greatest increase in % Below Standard has been in the area of Problem Solving and Modeling/Data Analysis; this area has seen an increase of approximately 2% scoring above standard, but an increase of more than 6% of students scoring Below Standard.

2. In every domain of math, greater than 50% of Eliot students score Below Standard in mathematics, and less than 10% score Above Standard, although the latter domain has increased year over year. Overall Mathematics Achievement has seen an increase in the % of students scoring Below Standard year over year with more than 60% of students scoring Below Standard.

3. The domain with the highest % of students scoring Below Standard is the domain of "Concepts and Procedures - Applying mathematical concepts and procedures", with nearly 3/4 of all Eliot students scoring Below Standard. In mathematics, a concentrated effort in improving student scores in this domain should yield high results in overall student gains in mathematics.

School and Student Performance Data

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	29.17	*	54.17	*	16.67	27	24
7	*	0.00	*	32.00	*	28.00	*	40.00	22	25
8		8.33	*	25.00	*	50.00	*	16.67	*	24
All Grades	*	2.74	35.71	28.77	28.57	43.84	26.79	24.66	56	73

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	20.83	*	37.50	*	25.00	*	16.67	27	24
7	*	8.00	*	44.00	*	24.00	*	24.00	22	25
8		16.67	*	29.17		41.67	*	12.50	*	24
All Grades	23.21	15.07	46.43	36.99	*	30.14	19.64	17.81	56	73

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	0.00	40.74	62.50	51.85	37.50	27	24
7	*	0.00		12.00	*	32.00	59.09	56.00	22	25
8		4.17	*	8.33		50.00	*	37.50	*	24
All Grades	*	1.37	*	6.85	33.93	47.95	57.14	43.84	56	73

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

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

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

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

Conclusions based on this data:

1. The total number of students taking the ELPAC increased by nearly 50% from 2017-2018 (56 students) to 2018-2019 (73 students). While this creates some challenges in analyzing trends, generalities in low areas of performance have emerged. Students scored the best in the the Speaking domain, with only 18% scoring in the Beginning category, and greater than 50% scoring in the Well Developed category. This suggests an area of strength that can be utilized as a point to work on improving other areas.

2. The specific area of high need for English Learner students was in the Reading Domain, where over 80% of students scored in the Beginner category. While there was an improvement of 7% points from '17-'18 to '18-'19, this area continues to be significantly lower than the next lowest area of Written Language, where there is a growth trend, and only 43% of students scored as Level 1. Professional development in partnership with the LADD office on specific SDAIE strategies embedded within a Readers and Writers Workshop model would benefit teachers in helping to improve students scores in these two areas.

3. In 2020, many students who were both English Language Learner and Students with Disabilities were provided specific accommodations during testing. Test administration was in the early phases, but resulted in higher levels of students reclassifying than in previous years. Testing was disrupted due to the COVID-19 School Closure, and alternate data analysis will be needed to evaluate progress in the subsequent year.

School and Student Performance Data

Student Population

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

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

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

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

Conclusions based on this data:

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

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

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Schoolwide English Language Arts continues to show growth and was the only Performance Indicator in the 2019 CAASPP. Improvement ideas have been covered on the English Language Arts page.

2. Mathematics continues to be the lowest performing area, scoring year over year in the red. Emphasis has been placed on mathematics in the specific schoolwide math goals as well as the Closing the Gap goals for African Americans, Hispanics and Students with Disabilities.

3. Chronic Absenteeism and Suspension rates, while showing minor gains, are still in the very high range. Specific goals and strategies have been identified in the goal areas of creating a safe and welcoming school regarding Chronic Absenteeism and Suspension.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
66.3 points below standard	104 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4 points	Declined -4.1 points	
461	138	8
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
110.9 points below standard	78.5 points below standard	131.4 points below standard
Declined -13.2 points	Maintained -1.5 points	Declined -14.3 points
35	360	94

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

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

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

Conclusions based on this data:

1. All demographic groups continue to score on average below standard, with only white students approaching an average that is nearing standard. The lowest scoring groups are Students with Disabilities, and English Learner students, both scoring more than 100 points below standard. Strategies to help improve both of these demographics have been addressed in the Closing the Achievement Gap goals.

2. Homeless students, and English Learner students, while not statistically significant demographics, also scored over 100 points from standard, with English Learners the furthest of all groups from standard, at 155 points below standard. The data does not reflect students in multiple categories, such as Students with Disabilities as well as English Learner. As noted in the analysis of English Learner's page, the inclusion of Special Education accommodations for these students have not yet been analyzed.
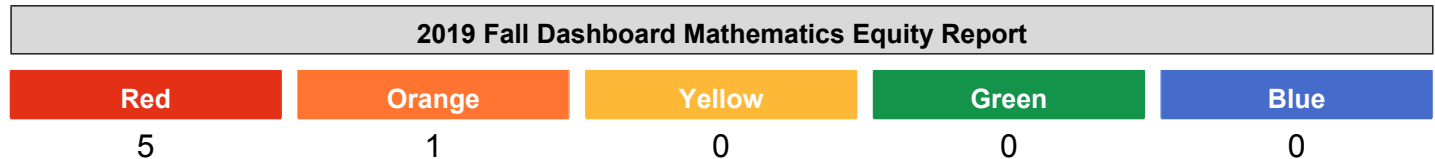
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
120.5 points below standard	165.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Declined Significantly -18 points	
458	136	8

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
163.6 points below standard	132.3 points below standard	181.7 points below standard
Maintained -2.6 points	Declined -5.9 points	Declined -14.9 points
35	358	91

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
148.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1 points	1	8	7
86			

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color		Orange
123.3 points below standard	106.8 points below standard		77.3 points below standard
Maintained ++1 points	16		Declined -4.7 points
300			38

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
211.6 points below standard	136.6 points below standard	105.1 points below standard
Declined Significantly -24.5 points	Declined -6.3 points	Maintained ++2.4 points
53	83	242

Conclusions based on this data:

1. Mathematics scores are the lowest score for all demographics, with all but White students scoring more than 100 points below standard. African Americans, Students with disabilities, English Learners, and Homeless students scoring between 148 points and 181 points below standard. Mathematics must be a schoolwide area of focus with MTSS strategies and interventions applied as identified in specific Closing the Gap goals.

2. Current English Learners scored the lowest of all demographics, scoring more than 200 points below standard. Strategies for improving English Learner reading and math scores have been addressed in Closing the Gap goals.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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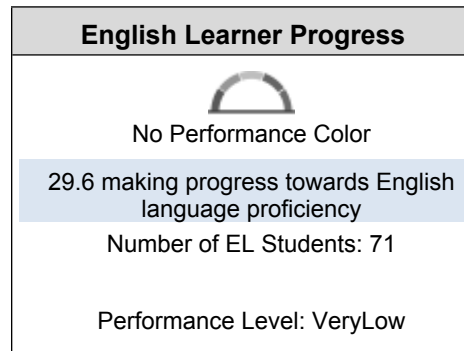
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	31	0	21

Conclusions based on this data:

1. English learner progress has maintained a very low performance level, with a nearly equal amount progressing by one level, and decreasing by one level. Analyses of this group has been addressed in other areas as well as closing the achievement gap goals. After school intervention for EL students initiated in 2019-2020 should continue in an attempt to improve these student's scores.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

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

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	2	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Red
12.8	23.3	60
Increased +2.2	Increased +8.8	Increased +25
548	86	35
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
13.9	14.1	27
Declined -15.1	Increased +1.8	Increased +4.1
36	426	137

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

Conclusions based on this data:

1. While a large disparity exists in the exact percentages of scores, all student groups with the exception of White had increases in % of Chronic Absenteeism. This suggests that current strategies utilized to affect change has been unsuccessful.

2. Foster Youth presents the highest level of Chronic Absenteeism, with over 50% Chronic Absenteeism rates. Collaboration meetings with Foster Youth group homes should be considered to discuss methods to reduce this demographic's unusually high rate of Chronic Absenteeism.

3. The second highest rate of of Chronic Absenteeism is in the area of Students with Disabilities, with an average rate of 27% Chronic Absenteeism. Strategies to support this particular group should be discussed with the Special Education Team, and reward options considered for continued attendance performance and improved attendance performance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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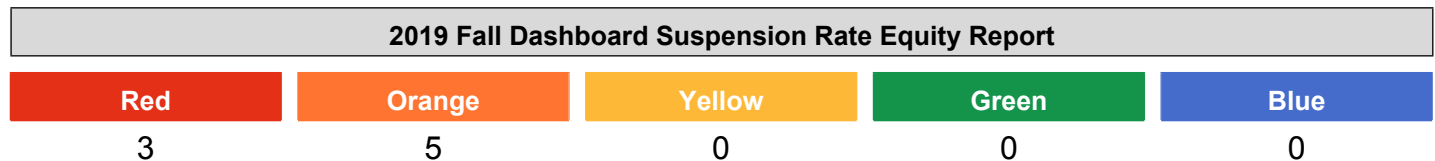
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	20	18.6

Conclusions based on this data:

1. In 2018-2019, 18.6% of all students had been suspended at least once. This is an increase in suspensions over the prior year, as reflected by a decline from target of 1.4%. This could be owing in part to the loss of a Response to Intervention support staff. In 2019-2020 that role was reinstated, and as of March 2020, the suspension rate was at 1/2 of the amount it had been as shown in the current data.

2. In 2018-2019, more than half (56%) of Foster Youth students had been suspended at least once. All other groups were at least 25 percentage points lower than this amount. Alternatives to suspensions for foster youth needs to be explored with the leadership team and in school site council. The school should collaborate with the foster youth consortium and CWAS on improving practices surrounding foster youth.

3. The second highest groups in suspension rate in the year were the English Learners and Students with Disabilities, with both groups at approximately 30% suspension rate. While causation is not implied, the school should explore the relationship of the students with greatest access struggles to curriculum and their high levels of suspension. Alternative approaches to working with these students should be explored to provide an environment more responsive to their needs.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Scores on the 2021 ELA CAASPP for all students will decrease the baseline of 66.3 points below standard - yellow from 2019 by a total of 3 points or more to reach yellow with a stretch goal of 15 or more points to reach yellow to end at no more than 63.3 points below standard by the end of the 2020-2021 school year.

Identified Need

The majority of students are not scoring at grade level on state and local assessments. One impacting factor is that Workshop Model of instruction is still in early adoption phase with teachers. By improving practice in this area, students will receive small group intervention and grade level instruction with their teachers on a regular basis. Students' interventions will be targeted based on data analyses teachers will engage in during professional development time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP assessment	66.3 points from the standard	63 points or less from standard
2019-2020 HMRI Assessment, 2nd administration	51% of Hispanics students scored Below Basic 60% of African American students scored Below Basic 23% of White students scored Below Basic Note: HMRI does not provide whole school results, or disaggregation for Special Education, Foster Youth,	Less than 51% of Hispanic students will score Below Basic Less than 60% of African American students will score Below Basic Less than 23% of White students will score Below Basic

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

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

Implementation of English Skills intervention classes to give additional support to struggling students; within each grade level, a smaller class size intervention class will work on specific studying, reading and writing skills as identified in the ELA data analysis, with a focus on bringing students to grade level.

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

Continuation of regularly occurring data chats with English teachers meeting with Instructional Coach and/or Administration using HMRI and IAB data. Group PD regarding establishing protocols and outcomes leading to individual data chats. $10,000 allocated from S/C funding for coverage for teacher pull out days to allow time for data chats, total sum of $10000 inclusive of English and math pull out coverage for data chats. Data chats for teachers will allow them to improve practice of specific interventions and instructional strategies to improve student assessment scores.

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)
5000	LCFF - Supplemental and Concentration (S/C)

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Low Performing Block Grant Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After school intervention and enrichment tutoring. $10,000 has been allocated to after school enrichment. The amount of $10,000 includes English and Math programs, with $2000 allocated specifically for enrichment of EL students in the event the LADD office does not cover the cost of the EL after school program; in the event the LADD office does cover the cost of EL student after school program, the $2000 will be allocated to the after school intervention and enrichment for all students, with the total amount not to exceed $10,000 inclusive of English and Math programs.

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

Amount(s)	Source(s)
4000	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2019-20

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

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

Eliot Arts Magnet did not meet the the overall goal of increasing ELA scores on the CAASPP by 15 points closer to Standard Met; Eliot did increase scores but only by 4 points closer to Standard Met. Scores were varied in increases and decreases across demographic groups, with White, African American, and Hispanic students all showing gains, but with Students with Disabilities, EL students and SED students all showing losses. Workshop model was in early adoption phase, with teachers at varying levels of implementation; no teachers had fully adopted a regular and routine approach

to utilizing workshop model. Teacher continued to be trained in workshop model throughout the year.

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

Trainings for workshop model were not effectively carried out according to plan. Teachers were unable to attend all trainings offered through district due to lack of substitute coverage on multiple occasions; allocated expenditures to cover teachers for pull-out work were not utilized as pull-out days were cancelled for lack of substitute coverage. Teacher collaboration time and data chats were also impacted. This led to inequitable levels of training for teachers resulting in varying levels and inconsistency on implementation.

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.

Additional training and emphasis on workshop model will be carried out through A Monday professional development time. Additional strategies and budget have been added to complement the prior year's progress and efforts to implement workshop model, as listed in the GOAL #1

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

Scores on the 2021 Math CAASPP for all students will decrease the baseline of 120.5 points below standard - Red from 2019 by a total of 3 points or more to reach Orange with a stretch goal of 15 or more points to reach Orange to end at no more than 117. points below standard by the end of the 2020-2021 school year.

Identified Need

Historical data suggests that student achievement has stagnated. The majority of students are not scoring at grade level on state and local assessments. One impacting factor is that Workshop Model of instruction is still in early adoption phase with teachers. By improving practice in this area, students will receive small group intervention and grade level instruction and accelerated learning with their teachers on a regular basis. Students' interventions will be targeted based on data analyses teachers will engage in during professional development time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2019	121 points below standard	117 or less points below standard
iReady Interim Assessments	87% of students scored below grade level on second assessment	Less than 87% of students will score below standard on the second assessment

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

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

Implementation of math intervention classes to give additional support to struggling students; within each grade level, a smaller class size intervention class will work on specific deficit areas identified in the math data analysis, with a focus on bringing students to grade level.

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

Continuation of regularly occurring data chats with Math teachers meeting with Instructional Coach and/or Administration using iReady and IAB data. Group PD regarding establishing protocols and outcomes leading to individual data chats. $10,000 allocated from S/C funding for coverage for teacher pull out days to allow time for data chats, total sum of $10000 inclusive of English and Math pull out coverage for data chats.

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)
5000	LCFF - Supplemental and Concentration (S/C)

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Low Performing Block Grant Students

Strategy/Activity

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

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

Amount(s)	Source(s)

| 0 | None Specified |

Strategy/Activity 7

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

| All Students |

Strategy/Activity

After school intervention and enrichment tutoring. $10,000 has been allocated to after school enrichment. The amount of $10,000 includes English and Math programs, with $2000 allocated specifically for enrichment of EL students in the event the LADD office does not cover the cost of the EL after school program; in the event the LADD office does cover the cost of EL student after school program, the $2000 will be allocated to the after school intervention and enrichment for all students, with the total amount not to exceed $10,000 inclusive of English and Math programs.

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

Amount(s)	Source(s)
4000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 8

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

| All Students |

Strategy/Activity

0.3 FTE allocation of $7,331 from LCFF S/C and $15,466 from Title 1 to bring a 0.7 General Fund teacher to full 1.0 FTE in order to reduce mathematics class size. Allocations of funds to cover salary and benefits.

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)
7331	LCFF - Supplemental and Concentration (S/C)
15466	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The goal of increasing mathematics CAASPP scores by 3 or more points closer to Standard Met. All students demographic groups declined in mathematics with the exception of Hispanic students who moved 1 point closer to Standard Met. Data analysis efforts were implemented during A Monday professional time. Workshop model was in early adoption phase, with teachers at varying levels of implementation; no teachers had fully adopted a regular and routine approach to utilizing workshop model. Teachers continued to be trained in workshop model throughout the year. There was no implementation of a Math Boot Camp. The strategies implemented did not yield the planned growth.

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

Trainings for workshop model were not effectively carried out according to plan. Teachers were unable to attend all trainings offered through district due to lack of substitute coverage on multiple occasions; allocated expenditures to cover teachers for pull-out work were not utilized as pull-out days were cancelled for lack of substitute coverage. Teacher collaboration time and data chats were also impacted. This led to inequitable levels of training for teachers resulting in varying levels and inconsistency on implementation.

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.

Additional training and emphasis on workshop model will be carried out through A Monday professional development time. Additional strategies and budget have been added to complement the prior year's progress and efforts to implement workshop model, as listed in the GOAL #2.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

ELA scores of African American Students will decrease the baseline of 89.8 points below standard - orange from 2019 by a total of 3 points or more to reach yellow with a stretch goal of 15 or more points to reach green to end at no more than 86.8 points below standard by the end of the 2020-2021 school year.

Math scores of African American Students will decrease the baseline of 148.4 points below standard - Red from 2019 by a total of 3 points or more to reach Orange with a stretch goal of 15 or more points to reach Orange to end at no more than 145.4 points below standard by the end of the 2020-2021 school year.

Identified Need

African American historical data shows a negative trend in student achievement on state and local assessments in both mathematics and English. Data shows decline not only in year end summative assessments, but in interim assessments as year progresses. Early identification and intervention of regression and targeted efforts to prevent loss and accelerate learning for this demographic is of high need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2019	African American students - 89.8 away from standard in ELA 148 away from standard in math	African American students will score no more than 86.8 points below standard in English Language Arts, and no more than 145 points below standard in math.
iReady Interim Assessments	Scores reflect African American change in grade level average scale score from Interim Assessment 1 to Interim Assessment 2; negative scale scores represent a decrease in average scale score, while positive scale scores represent an increase in average scale score.	African American student scores in all grade will show positive increases in scaled scores across Interim Assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th Grade; -3.24 7th Grade; 15.24 8th Grade; -9.44	
HMRI Interim Assessments	Scores reflect 1st and 2nd Interim assessment administrations % of African American students scoring Below Basic and Basic. Below Basic: 57%, 60% (+3) Basic: 19%, 17%, (-2)	African American student scores will show decreases in both below basic and basic across Interim Assessments.

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

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

African American Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

African American Students

Strategy/Activity

Professional Development for teachers during A Monday PD time to train teachers in the use and implementation of Task Cards to assist students struggling in certain areas. Follow up support by the Instructional Coach and Administration on implementation in class in order to help students

work on specific strategies to improve math and English practices; student use of academic language in class conversation, data chats with teachers, and providing reasoning behind problem solving.

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

Amount(s)	Source(s)
0	None Specified

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

African American Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

African American Students

Strategy/Activity

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

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

Amount(s)

Source(s)
None Specified

0

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

African American

Strategy/Activity

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

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

Amount(s)

Source(s)

0	None Specified

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

African American

Strategy/Activity

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

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

Amount(s)

Source(s)

0	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

African American students did not meet the articulated goal of increasing ELA and Math goals to reduce the distance below standard, but rather, students scored lower in both areas, increasing distance below standard by 4.3 and 14.2 respectively. African American Students scored more than 100 points below standard in both domains. There were no strategies specifically stated to address African American students as an independent group; rather, goals for African American students were the same as other math students and the analysis of those strategies were discussed in Goals 1 and 2.

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

As goals for African Americans were those stated for schoolwide improvements in English and Math, the differences have been discussed in the analysis of Goals 1 and 2.

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.

African American students have been given an independent goal, although sharing many of the same strategies as the general population. However, supplemental strategies were added to the African American ELA and Math Goals. These additional strategies can be found in Goal 3; specific strategies listed include Task Cards, and collaboration with a community partner and others.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 4

ELA scores of Hispanic students will decrease the baseline of 70.4 points below standard - orange from 2019 by a total of 3 points or more to reach yellow with a stretch goal of 15 or more points to reach green to end at no more than 67.4 points below standard by the end of the 2020-2021 school year.

Math scores of Hispanic students will decrease the baseline of   123.3 points below standard - Red from 2019 by a total of 3 points or more to reach Orange with a stretch goal of 15 or more points to reach Orange to end at no more than 120.3 points below standard by the end of the 2020-2021 school year.

Identified Need

Historical data suggests that student achievement for Hispanic students has stagnated in both Math and English. Stagnation is demonstrated in both State and Local summative assessments, as well as interim formative assessments.   Early identification and intervention of stagnation and targeted efforts to prevent loss and accelerate learning for this demographic is of high need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP test scores	ELA - 70.4 points below standard Math - 123 points below standard	ELA - 67.4 points below standard or less Math - 120.3 points below standard or less
iReady Interim Assessments	Scores reflect Hispanic student change in grade level average scale score from Interim Assessment 1 to Interim Assessment 2; negative scale scores represent a decrease in average scale score, while positive scale scores represent an increase in average scale score. 6th Grade; 2.67 7th Grade; 2.34 8th Grade, -11.99	Hispanic students in all grade levels will show increases in scaled score greater than 2.67 across iReady Interim Assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI Interim Assessments	Scores reflect 1st and 2nd Interim assessment administrations % of students scoring Below Basic and Basic. Below Basic; 54%, 51% (-3) Basic; 26%, 26% (0)	Hispanic student scores will show decreases in both below basic and basic across Interim Assessments.

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)

Hispanic

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Hispanic

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

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

Hispanic

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Hispanic

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Hispanic

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Hispanic Students

Strategy/Activity

Hispanic community partners collaborating with the school to assist in success for Hispanic students; school will reach out to local Hispanic organizations to develop a partnership in working with Hispanic students to support their success. Students will receive social/emotional and instructional support from Hispanic community members to help improve school connectedness for Hispanic students.

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

There were no goals or strategies written toward improvement of Hispanic students as a subgroup.

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

Not applicable.

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 and strategies toward improving scores for Hispanic students were included in the 2020-2021 SPSA. Strategies include schoolwide strategies for ELA and Math as well as strategies such as collaboration with Artists in Residence to create writing topics of high interest to students, and after school tutoring opportunities. Metrics used will include iReady data for math and HMRI data for ELA.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 5

ELA Scores for Socioeconomically Disadvantaged students will decrease the baseline of 78.5 points below standard - red from 2019 by a total of 3 points or more to reach yellow with a stretch goal of 15 or more points to reach yellow to end at no more than 75.5 points below standard by the end of the 2020-2021 school year.

Math scores for Socioeconomically Disadvantaged students will decrease the baseline of 132.3 points below standard - Red from 2019 by a total of 3 points or more to reach Orange with a stretch goal of 15 or more points to reach Orange to end at no more than 129.3 points below standard by the end of the 2020-2021 school year.

Identified Need

Socioeconomically Disadvantaged Students historical data shows a negative trend in student achievement on state and local assessments in both mathematics and English. Data shows decline not only in year end summative assessments, but in interim assessments as year progresses. Early identification and intervention of regression and targeted efforts to prevent loss and accelerate learning for this demographic is of high need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores	ELA - 78.5 points below standard Math - 132.3 points below standard	ELA - 75.5 points below standard or less Math - 129 points below standard or less
iReady Interim Assessments	iReady does not disaggregate for Socioeconomically Disadvantaged.	Alternate sources for data will be needed in 2020-2021 to analyze Math levels for Socioeconomically Disadvantaged students on an ongoing basis.
HMRI Interim Assessments	HMRI does not disaggregate for Socioeconomically Disadvantaged.	Alternate sources for data will be needed in 2020-2021 to analyze ELA levels for Socioeconomically Disadvantaged on an ongoing basis.

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

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

Socioeconomically Disadvantaged

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Socioeconomically Disadvantaged

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Socioeconomically Disadvantaged

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Socioeconomically Disadvantaged

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Socioeconomically Disadvantaged

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

There were no goals or strategies written toward improvement of Socioeconomically Disadvantaged students as a subgroup.

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

Not applicable.

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 and strategies toward improving scores for Socioeconomically Disadvantaged students were included in the 2020-2021 SPSA. Strategies include schoolwide strategies for ELA and Math as well as strategies additional strategies. Metrics to analyze growth will present a challenge to the school, as the currently CAASPP is the only assessment that readily disaggregates this demographic for data. The school will need to collaborate with the CIPD and Technology office to develop strategies to cull data from the 2019-2020 school year and monitor growth for these students over the course of 2020-2021.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

In ELA, students with disabilities will decrease the baseline of 131.4 points below standard - red from 2019 by a total of 3 points or more to reach yellow with a stretch goal of 15 or more points to reach yellow to end at no more than 128.4 points below standard by the end of the 2020-2021 school year.

In Math, students with disabilities will decrease the baseline of 181.7 points below standard - Red from 2019 by a total of 3 points or more to reach Orange with a stretch goal of 15 or more points to reach Orange to end at no more than 178.7 points below standard by the end of the 2020-2021 school year.

Identified Need

Students with Disabilities historical data shows a negative trend in student achievement on state and local assessments in both mathematics and English. Data shows decline not only in year end summative assessments, but in interim assessments as year progresses. These students, along with English Learner students, are the lowest performing group at Eliot, with both math and English scoring well below grade level standard and that of their peers. Early identification and intervention of regression and targeted efforts to prevent loss and accelerate learning for this demographic is of high need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA - 131 points below standard Math - 182 points below standard	ELA - 128 or less points below standard Math - 178 or less points below standard
iReady Interim Assessments	Scores reflect Students with Disabilities change in grade level average scale score from Interim Assessment 1 to Interim Assessment 2; negative scale scores represent a decrease in average scale score, while positive scale scores represent an increase in average scale score.	Students with Disabilities in all grade levels will show increases greater than 9.83 in 6th grade, 5.11 in 7th grade, and 4.60 in 8th grade in scaled score across iReady Interim Assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th; 9.83 7th; 5.11 8th; 4.60	
HMRI Interim Assessments	HMRI does not disaggregate for Students with Disabilities.	Alternate sources for data will be needed in 2020-2021 to analyze ELA levels for Students with Disabilities on an ongoing basis.

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

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

Students with disabilities

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

Students with Disabilities

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

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

Students with Disabilities

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

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

Students with Disabilities

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Development of Student IEP Goal Folders for teachers and students to hold evidence documents related to student progress toward student IEP goals. This will allow students and teachers to engage in 1-1 conversations on their IEP Goals and how to work to progress toward achieving goals. As IEP goals are written at Grade Level, students will improve their practice in grade level subject matter as they work toward meeting goals.

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

Amount(s)	Source(s)
0	None Specified

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

Students with Disabilities

Strategy/Activity

All Special Education teachers will demonstrate increased awareness and demonstration of Trauma Responsive Approaches; responding to students with Behavioral Improvement Plans with understanding and compassion. This will increase student school connectedness and improve student time in class and scores on state and local assessments.

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

Students with Disabilities did not meet the stated goal of decreasing their distance below Standard by 20 points on both ELA and Math CAASPP tests, but rather increased their distance from Standard by over 14 points on both metrics. There was one specific strategy stated regarding increased monitoring of Special Education progress by way of teacher records. This strategy, while implemented with moderate success, did not achieve the desired outcome of improving student outcomes.

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

The infrequency of monitoring these students' scores by means of data presented in IEPs presented a unique challenge of not having students and staff accountable for progress on an ongoing basis. As such, additional teacher chats were held, and biweekly Special Education department meetings initiated.

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.

A separate goal for Students with Disabilities was created, and additional strategies identified. Included in this will be analysis of iReady data. English data presents as a challenge as currently CAASPP is the only assessment that readily disaggregates this demographic for data. The school will need to collaborate with the CIPD and Technology offices to develop strategies to cull data from the 2019-2020 school year and monitor growth for these students over the course of 2020-2021. Additional strategies and targets can be found in Goal #6.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

English Language Learner students will increase from the baseline of 29.6% making progress towards - very low from 2019 by a total of 5.4 or more percentage points to reach low with a stretch goal of 15.7 or more percentage points to reach medium to end with at least 35% progressing towards English Language proficiency by the end of the 2020-2021 school year.

Identified Need

Historical data demonstrates that ELL student progress has stagnated or declined. Local assessments show minimal or no progress, emphasizing the need to monitor and improve progress of ELL students across all core subjects throughout the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	29.6% making progress toward English Language Proficiency	35% making progress toward English Language Proficiency
iReady Interim Assessments	Scores reflect ELL student change in grade level average scale score from Interim Assessment 1 to Interim Assessment 2; negative scale scores represent a decrease in average scale score, while positive scale scores represent an increase in average scale score. 6th Grade; 6.41 7th Grade; 2.33 8th Grade, 6.04	Hispanic students in all grade levels will show increases in scaled score across all grade levels iReady Interim Assessments.
HMRI Interim Assessments	HMRI does not disaggregate for EL students.	Alternate sources for data will be needed in 2020-2021 to analyze ELA levels for EL Students on an ongoing basis.

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

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

English Language Learner students

Strategy/Activity

Continuation of regularly occurring data chats with English teachers meeting with Instructional Coach and/or Administration using HMRI and IAB data. Group PD regarding establishing protocols and outcomes leading to individual data chats. $10,000 allocated from S/C funding for coverage for teacher pull out days to allow time for data chats, total sum of $10000 inclusive of English and math pull out coverage for data chats.

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

Amount(s)	Source(s)
0	None Specified

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

EL Students

Strategy/Activity

After school intervention and enrichment. Budget allocation provided as a provision in the event the LADD office cannot cover expense; in the event the allocation is covered by LADD office, funds will be reallocated to after school intervention and enrichment for all students, total amount for after school intervention and enrichment for all students not to exceed $10,000.

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)
2000	LCFF - Supplemental and Concentration (S/C)

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

ELL Students

Strategy/Activity

Full time ELD teacher, 1.0 FTE Salary and benefits. Teacher to teach 3 grade level ELD classes, twice yearly data chats with parents, creation and implementation of Individual Learning Plans for ELs that have reclassified but continue to underperform, administer ELPAC practice tests with students, and assist in end of year ELPAC assessment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
80,551	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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.

ELL student goals were encompassed in one goal for Closing the Gap. They did not meet the target goal of improving by 15 or more points toward standard on the CAASPP ELA test, rather students moved further from standard in ELA by 4.1 to a level of 104 points below standard. No goal was written for math. While ELL strategies of SDAIE strategy professional development across all core content was done, monitoring of the implementation of strategies in core classes was not completed; this strategy would be deemed as emergent. Data chats with the LDRT and Teachers was implemented with more fidelity, but did not yield the improved results desired.

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

Substitute coverage for teacher release to engage in data chats remained a challenge across all goal strands, and this presented the greatest barrier to data chats between the LDRT and teachers.

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.

A separate goal and strategies has been created for EL students. Funding of the ELD teacher has been allocated from Title 1 funds for this position. Additional strategies specifically related to this demographic have been itemized in Goal 7.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 8

Chronic Absenteeism for all students will decrease the baseline of   12.8% chronically absent - Red from 2019 with no increase to reach Orange with a stretch goal of .5 percentage points or more decrease to reach yellow to end at no more than 12.3% chronically absent by the end of the 2020-2021 school year.

Suspension Rate for all students will decrease the baseline of 18.6% suspended at least once (Orange) from 2019 by a total of 3 or more percentage points to reach Yellow with a stretch goal of 6.6 or more percentage points to reach Yellow to end at no more than 15.6% at suspended at least once by the end of the 2020-2021 school year.

Identified Need

Historically, Eliot students have been suspended at a rate above 10%; suspension rate reflects % of students who have been suspended at least once. Over three years, there has been a trend toward reduced suspension rates at the school site. Aeries data for year 2019-2020 shows a suspension rate of 8.9%, a large reduction in suspension, but still remains at 5% above District Average. Alternative to suspension approaches and improved school culture and climate should be examined as approaches to reducing overall suspension rates.

Attendance rates at Eliot have been increasing over the past 3 years, with rates nearly achieving the district stated goal of 97% in 2018-2019.   However, Aeries attendance data indicates a decline in attendance rates in the 2019-2020 year up to the Covid -19 School Closure in March. Additional efforts to recover attendance rates are needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	12.8% Chronic Absenteeism 18.6% Suspension	12.3% Chronic Absenteeism 15.6% Suspension
Aeries Discipline Report	8.9% Suspension Rate (% of students suspended at least once)	Less than 8% of students suspended at least once.
Aeries Monthly Attendance Summary Totals	2019-2020 94.6% (decrease of 1.4 % points from 2018-2019)	Attendance Rates greater than 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly SART meetings held at different time each month; times to include during the school day, immediately after school, and later evening times to accommodate varying parent schedules. Administration to hold Individual SART meetings with students and parents for Chronic Absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Quarterly reward activities for students below designated threshold levels of attendance, including end of day school dances, and other ideas in collaboration with student representatives. Targets to be decided mid-quarter and announced to students in assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increased use of alternative to suspension options when students commit acts in violation of Ed Code 48900; options to include expanding into community service alternatives on weekends.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Quarterly reward activities for positive behavior; options to include student field days and other ideas in collaboration with student representatives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increased student group presence on campus; including student led clubs, Associated Student Body activities, increased arts related activities on campus during non-classroom times during school day as well as after school. Increased offerings will help bolster school connectedness resulting in lower incidences of disciplinary incidents, and an overall reduction in absenteeism. $40,000 for employment of Project Aide 2, inclusive of salary and benefits, to coordinate schoolwide student programs, incentives and recognition.

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)
40000	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Chronic absenteeism did not decrease as was the goal, rather, Chronic Absenteeism increased by 2.2% to a level of 12.8%. The specific strategies of having arts integrated lessons were robustly incorporated, but did not have the anticipated impact of reducing Chronic absenteeism. The goal to reduce suspensions was minimally successful, with a reduction of 1.4%, and larger reductions in suspension within specific demographics. Foster Youth in particular did not meet the goal, but had a large increase in suspension rates.

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

Implementation of the stated goals was enacted with fidelity but did not have the desired impact. As such, new strategies have been written to address this need. The loss of the A2A program as well as the attendance clerk needing to fill the roles usually done by the community assistant (not hired until end of year), caused a large loss in functional role of intervening on attendance.

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

New strategies surrounding quarterly reward activities for behavior and attendance have been included, as well as expanded strategies to continue a reduction in suspensions. These targets and strategies can be found in Goal 8.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 9

Active Parent Portal accounts will increase the baseline 46% of households from 2019 by a total of 5% to reach a total of 51% or more of households with active Parent Portal accounts by the end of school year 2020-2021.

Active parent participation in Parent Groups such as School Site Council, English Language Learner Advisory Committee, African American Parent Council will increase the baseline of less than 100 parent participants by 10%, to reach a total of 110 or more parent participants by the end of school year 2020-2021.

Identified Need

Historical data has shown an increased percentage of parents participating in some school committees and enrolling in Parent Portal, but numbers have continued to fail to meet prior SPSA Goal targets. African American Parent Committee in particular continues to have very low attendance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly parent meeting attendance	AAPC fewer than 5 monthly participants ELAC 20 monthly participants on average SSC 6 monthly participants on average PTSA 20 monthly participants on average	AAPC will have 6 or more monthly participants ELAC will have 21 or more monthly participants SSC will have 7 or more monthly participants PTSA will have 21 or more monthly participants
Parent Portal Parent Participation	46% of parent are currently active	51% active

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

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

Part time Spanish Bilingual Community Assistant funded through Title 1 allocation for a total of $6468. Community assistant to work 3 hrs 3 days per week, flexible hours as per school needs. Tasks to include translation at ELAC meetings, parent contact, SART meeting translation, document translation, and other tasks as needed.

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)
6468	Title I Part A: Allocation

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

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

1741.38	Title I Part A: Parent Involvement

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

All Students

Strategy/Activity

Aeries Parent Portal sign up availability at school wide events, including student orientation, Back-To-School Night, Parent-Teacher conferences, Monthly SART meetings, and monthly ELAC, PTA, SSC, and AAPC meetings.

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The target goal of having 85% of parents enrolled in Parent Portal was not met. At the end of school year 2019-2020, 46% of households had an active Parent Portal account. The goal of having all parent groups increase by 25% was not met. Parent groups continued to be at low norms, with a minor increase in ELAC. The parent group of AAPC was at all time lows during the 2019-2020 school year. All parent groups were represented at community events.

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

The greatest deficit in the goal and strategy occurred in the lack of a Community Assistant. The Assistant was not hired until the last third of the year, creating a negative impact on other roles in the office support staff.

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

New and expanded strategies have been established along with more moderate increase goals. These strategies and goals can be found in Goal 9.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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	$F€9Ɓ43.00
Total Federal Funds Provided to the School from the LEA for CSI	$€Ɨ€€
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$FƗ 7Ɓ74Ɓ25

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	Allocation ($)
Title I Part A: Allocation	$
Title I Part A: Parent Involvement	$

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental and Concentration (S/C)	$
None Specified	$

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

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

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 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,941,915.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tire 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 2020-21 is as below:

School: Eliot

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	$1,941,915.00	9651	$201.21	370	$74,447.70

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

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Lori Touloumian	Principal
Sydney Minckler	Classroom Teacher
Katherine Gilbreath	Classroom Teacher
Bethel Lira	Classroom Teacher
Nia Bailey	Parent or Community Member
Gary Day	Parent or Community Member
Karen Moran	Parent or Community Member
Morely Parades	Parent or Community Member
Maya Day	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2018.

Attested:

Principal, Lori Touloumian on 4/23/2019
SSC Chairperson, Morely Paredes on 4/23/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Title I School-Level Parental Involvement Policy

Eliot Arts Magnet Academy

Eliot Arts Magnet Academy has developed a written Title I parental involvement policy with input from Title I parents. Eliot Arts Magnet Academy leadership team has reviewed the 2019-2020 Single Plan for Student Achievement (SPSA), reviewed the parent involvement opportunities presented, and discussed these issues with the School Site Council.

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

Involvement of Parents in the Title I Program

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

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

School-Parent Compact

Building Capacity for Involvement

Accessibility

Eliot Arts Magnet Academy
Acuerdo: Estudiantes Padres Escuela

Nombre: _____

Perm ID: _____

Como miembro de la Comunidad Escolar Eliot de Arte

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

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

Alummo: _____   Padre: _____   *Las firmas del personal Eliot, profesores y del administradores estan en exhibición en la escuela.*

Eliot Arts Magnet Academy
Student Parent School Compact

As a member of Eliot Arts Magnet Academy Community, I will

- **Respect** myself and others.
- Be **responsible** for meeting my obligations under this compact.
- Do my part to ensure the **safety** of myself and others.
- Have **high expectations** of myself and the other members of our **community of learners.**

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

Student: _____   Parent: _____   *Eliot staff, faculty and administration signatures are located in the Main Office.*

Appendix K
SPSA Evaluation (Needs Assessment) - Impact of the Previous Year's SPSA

Direction: Review the applicable 2018-2019 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revision must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

School Name: Eliot Arts

English Language Arts: Did the school meet the School's Goal last year?	__ Yes	X No

If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.

Eliot Arts did not meet its goal of moving 15 points closer to standard in ELA, for all target groups, however, students did gain 4.3 points and we moved from orange to yellow.

African American students increased 8.4 points towards standard, Hispanic students increased 3 points towards standard, White students increased 18.4 points towards standard, socioeconomically disadvantaged students maintained at 78.5 points from standard, and students with disabilities declined 14.3 points away from standard.

What was the main barrier to reaching this?
Last year was the first year that we fully implemented the new balanced literacy program for all students at Eliot. This has brought about a change of instruction for both students and teachers. Prior research suggests that effective strategies may result in outcome metrics, such as student achievement scores, initially lowering during the first full-cycle of implementation with subsequent cycles showing an increase when compared to the same baseline.

Mathematics: Did the school meet the School's Goal last year?	__ Yes	X No

If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.

Eliot Arts did not meet its goal of moving 3 points closer to the standard in Math, for all target groups, however, students did gain .5 points.

*All Eliot target student groups had an average distance from standard that was below standard.

African American and Hispanic students maintained at 148.4 and 123.3 points respectively. All other sub groups declined - ELL declined by 18 points, socioeconomically by 5.9 points, and students with disabilities by 14.9 points.

What was the main barrier to reaching this?
We are still dealing with the transition to Common Core. Teachers are still learning and being trained on how to use the mathematical practices and common core instructional strategies. Teachers had not started to fully implement the workshop model yet.

English Learner Program: Did the school meet the School's Goal last year?	__ Yes	X No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		

English Language Learners, as a singular group, did not score 15 or more points towards the standards in English Language Arts on the 2019 CAASPP.

Overall ELL(current EL and RFEP in last two years) students decreased by 4.1 points away on the CAASPP from ELA standards as a singular group; however, current ELL students decreased by 15.4 points but RFP increased by 8.1 points.

Of current ELL students 29.6% are making progress towards English language proficiency - 43.6% maintained their current levels and 26.7% declined at least one level based on 2018-2019 ELPAC results.

CDE Progress Levels
Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

What Barriers were there to reaching this goal?
Almost ½ of our EL students are also considered special education students and their scores are impacted by their disabilities. The current ELPAC at the time (paper based) was unable to meet the modifications and accommodations described for students in their IEPs so that the ELPAC administration mirrors their other assessments.

Foster Youth: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		

No specific foster youth goal was presented for the 2018-2019 school year.

Student, Staff, Parent and Community Engagement: Did the school meet the School's Goal last year?	__ Yes	_X_ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		

Goal A: By the conclusion of the school year 2020, at least 85% of parents and guardians will be active participants on Parent Portal.

Overall 46% of all parents have claimed a Parent Portal account - 46% of 6th grade, 50% of 7th grade, and 42% of 8th grade. This was an improvement from the prior year.

Goal B: In the school year 2019-2020, the membership in the School Site Council (SSC), Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), and African American Parent Council (AAPC) will include representation of all subgroup populations in greater proportion to that of the student body.
ELAC and PTSA continue to be well attended by parents; School Site Council has grown but still is missing members and AAPC meets less than once a month due to lack of parental attendance despite time and date changes in attempts to better accommodate parent schedules.

What are the barriers to reaching this goal?
Lack of technology for parents to access parent portal, some parents reluctant or unable to provide picture ID during the current school day to get access information. Further needs assessments need to occur in order to determine what other potential barriers exist for parent/guardian participation in parent organizations..

Attendance, Non-Cognitive Skills, Suspension/Expulsion: Did the school meet the School's Goal last year?	__ Yes	_X_ No

If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.

Eliot Arts did not meet the goal of decreasing chronic absenteeism by at least .5% for the "all students" target group.

Chronic absenteeism went from 10.5% in 2017-2018 to 12.8% in 2018-2019.

What was the main barrier to reaching this?
Few SART meetings, only one per semester, occurred in 2018-2019, and we did not submit any cases for SARB meetings. We did not schedule enough individual parent meetings to discuss attendance concerns. Families claiming medical needs trumped school attendance. We see a need to implement parent and student surveys asking about the causes for absenteeism, and imbed an effort to match student and parent responses.

Graduation (High School Only)**:** Did the school meet the School's Goal last year?	__ Yes	__ No

If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.

N/A

Título I nivel de escuela políza de participación de los padres

Eliot Arts Magnet Academy

Eliot Arts Magnet Academy ha desarrollado un escrito título I política de participación de los padres con la entrada del título los padres. El equipo de liderazgo de Eliot Arts Magnet Academy ha revisado el plan individual 207-2018 para el logro estudiantil (SPSA), examinó las oportunidades de participación de padres presentadas, y fueron discutidas estas cuestiones con el consejo directivo escolar (SSC).

La política que se distribuirá a los padres a través de las letras, publicando en las páginas de la red y facebook de la escuela y en el mensage semanal telefonico semanal. Todas las formas de compartir la pliza será en inglés y español. La política describe los medios para llevar a cabo el siguiente título i requisitos de participación de los padres [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Participación de los padres en el programa de título i

Involucrar a los padres en el programa de título I de Eliot Arts Magnet Academy, siguiendo prácticas he establecido:

- La escuela convoca a una reunión anual para informar a los padres de los estudiantes del título i sobre los requisitos del título I y sobre el derecho de los padres a involucrarse en el título del programa.
  - Eliot Arts Magnet Academy proporciona las siguientes reuniones para los padres a comprender su capacidad y derecho a participar en los programas de título I a través de:
    - consejo directivo escolar (SSC)
    - comité asesor de padres de estudiantes aprendiendo inglés (ELAC)
    - padres de consejo de americano africano (AAPC)
    - asociación de padres maestros (PTA)
    - comité al nivel del grado escolar

- - ■ taller de padres
- La escuela ofrece una serie flexible de reuniones por título I padres, como reuniones en la mañana o la noche.
  - reuniones de PTA ofrecieron en la alteración de tiempos de mañana y tarde
  - talleres para padres en diferentes tiempos
- La escuela involucra a los padres de título I los estudiantes de forma organizada, continua y oportuna, en la planificación, revisión y mejora de la escuela título I programas y el título I la política de participación de los padres.
  - SSC, ELAC, AAPC, y PTA informe anual participación de los padres en la SPSA
- La escuela ofrece a padres de título I estudiantes con oportuna información acerca del título I
  - actualizaciones de datos proporcionadas regularmente en reuniones de SSC, ELAC, AAPC, and PTA durante todo el año académico incluir:
    - ■ datos de la disciplina
    - ■ tendencias de grado del estudiante
    - ■ puntos de referencia del distrito
- La escuela provee a los padres de título I de los estudiantes con una explicación del plan de estudios en la escuela, las evaluaciones para medir el progreso del estudiante, y se espera que el nivel de fluidez.
  - reuniones de SSC, ELAC, AAPC, y PTA
  - talleres de padres para explicar datos de logro del estudiante, el progreso del estudiante habilidad y cómo los padres pueden ayudar a sus hijos
- Si los padres de título I los estudiantes, la escuela ofrece oportunidades para las reuniones regulares que permiten a los padres a participar en las decisiones relativas a la educación de sus hijos.
  - a través del desarrollo de la SPSA, padres en todos los grupos - SSC, ELAC, AAPC, y PTA-aportar en cuanto a las áreas de preocupación y atención para el próximo año escolar.

Compacto: padres-escuela

Eliot Arts Magnet Academy distribuye a los padres de título I compacto de estudiantes de un escuela y los padres. el acuerdo, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, personal escolar y estudiantes compartirán la responsabilidad de mejores logros académicos. Describe maneras específicas de la escuela y las familias se asociarán para ayudar a los niños lograr altos estándares académicos del estado. Aborda los siguientes elementos legalmente exigibles, así como otros artículos sugeridos por los padres de título I estudiantes.

- Responsabilidad de la escuela para proporcionar instrucción y currículo de alta calidad
- Los padres de maneras será responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y maestros, en un mínimo, anual conferencias; frecuentes informes sobre el progreso del estudiante; acceso a personal; oportunidades para los padres como voluntario y participar en clase de sus hijos; y oportunidades para observar actividades del salón de clases
- Eliot Arts Magnet Academy comentarios sobre actual anual compacto durante el desarrollo de la SPSA.
- Cualquier cambio que considere necesario, cualquier grupo padre es presentado, discutido y votado por todos los grupos de padres.

Capacitación para la participación

Eliot Arts Magnet Academy se dedica el título I de los padres en las interacciones significativas con la escuela. apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- La escuela proporciona el título I los padres con la ayuda en la comprensión de estándares de contenido académicos del estado, las evaluaciones y cómo monitorear y mejorar los logros de sus hijos.

- - informe anual sobre datos de prueba en todo el estado en todos los grupos de participación padres - SSC, ELAC, AAPC, y PTA
  - talleres para padres en todo el año para ayudar a los padres en cómo leer sus alumnos pruebas de datos y cómo trabajar con sus alumnos a mejorar sus calificaciones
- La escuela proporciona el título los padres con materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos.
  - talleres para padres en todo el año para ayudar a los padres en cómo leer sus alumnos pruebas de datos y cómo trabajar con sus alumnos a mejorar sus calificaciones
- Con la ayuda del título I de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y en cómo trabajar con los padres como socios iguales.
  - en la inauguración de la reunión de la escuela y durante el año escolar, grupos de padres presentan al personal de la escuela durante reuniones del personal mensual bi
- La escuela coordina e integra el título I programa de participación de los padres con otros programas y desarrolla otras actividades, tales como centros de recursos de los padres, para alentar y apoyar a los padres en más participar plenamente en la educación de sus hijos.
  - grupos de escuela - SSC, ELAC, AAPC, y PTA - trabajar con red de Educación de Pasadena (PEN), comienzo saludable, y fundación educativa de Pasadena(PEF) desarrollar talleres para padres y oportunidades
- La escuela distribuye información relacionada con programas de escuela y padres, reuniones y otras actividades a título I de los padres en un formato y lenguaje que los padres entienden.
  - Eliot Arts Magnet Academy proporciona comunicación con todos los padres en inglés y español.

  - Eliot Arts Magnet Academy utiliza el estudiante llevó a volantes, correo electrónico, semanalmente teléfono ráfagas, peachjar programa

electrónico, facebook y el sitio web de la escuela en contacto con los padres y mantenerlos informados

- La escuela ofrece apoyo para actividades de participación de los padres solicitadas por el título I los padres.
  - grupos de escuela - SSC, ELAC, AAPC, y PTA - aportar regularmente a la SPSA,el escuela/maestro/padre compacto y la selección de los talleres ofrecidos

Accesibilidad

Eliot Arts Magnet Academy proporciona oportunidades para la participación de todos los título I los padres, incluyendo a los padres con habilidad limitada en inglés, padres con discapacidades y los padres de estudiantes migratorios. Información y los informes de la escuela se proporcionan en un formato y lenguaje que los padres entienden.

- Eliot Arts Magnet Academy ofrece traducción del inglés al español para todo escrito y la comunicación oral a los padres.
- Traductores de españolas se encuentran en todas las reuniones de padres
- Eliot Arts Magnet Academy colabora estrechamente con local, condado, estado y agencias federales infantil para ofrecer oportunidades a los padres a permanecer conectado e informado sobre sus hijos ' progreso educativo
- Eliot Arts Magnet Academy obras para utilizar todas las formas posibles de comunicación, incluyendo pero no limitado a, papel y papeles volantes, correo electrónico, llamadas telefónicas, facebook y página web.
- Eliot Arts Magnet Academy edificios son los americanos con acto de las inhabilidades conforme

Appendix B

**English Learner Advisory Committee (ELAC) Recommendation to
School Site Council (SSC) Form**

Name of the School: **ELIOT ARTS MAGNET**   Date of the meeting: **4/9/2020**

The ELAC participates in the school's planning process for the programs and services for English Learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data prior to submitting recommendations to the SSC. This data includes:

● CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results ● CA Accountability Model & School Dashboard https://www.caschooldashboard.org/ ● Title I, Part A-Accountability ● Title III Accountability ● English Language Proficiency Assessment for CA – ELPAC (transition from CELDT by 2018) results	● EL reclassifications data ● Parent/Community Involvement data ● School Accountability Report Card (SARC) ● Other school selected indicators ● Student attendance – Truancy ● Student discipline – referrals, suspensions, expulsions ● Trimester/Semester and/or other formative assessment results

Please list the data reviewed by your committee prior to making the recommendations(s):
1. CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results
2. CA Accountability Model & School Dashboard
3. Appendix K information for Last Year's Goals
4. Parent/Community Involvement data

Please indicate the action(s) the ELAC recommends as a result of the data reviewed:
- Continue with the after school tutoring for both Current EL students and students that have reclassified (currently paid for by LADD)
- Host a minimum of 4 Parent Universities for EL parents (topics to be included (but not limited to): setting up Parent Portal Access, Navigating online classrooms, how to assist students academically, data chats with EL parents, and attendance support)

_____   _____   _____

Chairperson Name   Chairperson Signature   Date submitted

This form may also be used by a subcommittee of the SSC when there is a delegation of authorization

Attendance Policy
2020-2021

Eliot Arts recognizes that school attendance impacts the educational quality for a student. Absence from school, as well as excessive tardies, can negatively impact school achievement, grades and academic growth. Prompt, regular attendance is important. With this core belief in mind, and in compliance with Educational Code and PUSD Board Policies, Eliot has developed the following Attendance Policy.

Notification of Absences:
If your child will be absent, please call (626) 396 -5680 ext. 70008, or email
Gonzalez.Maria@pusd.us

Alternatively, upon the student's return to school, please provide a note with the student's reason for absence; doctor's notes for illness related absences beyond 3 days are necessary.

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

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

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

Planned Incentives to Improve Attendance
Eliot Arts Magnet offers incentives for students to achieve excellence in attendance.

1) Quarterly Incentive Activities including Field Days and Dances that are
   a) These activities will be awarded to students for Outstanding Attendance (Over 96% attendance rate), and Improved Attendance (for those students

who were Chronic Absent, and have improved to at least 95%)

SART letters will be mailed out monthly:
1.   3 period or day unexcused absences =
          Truancy Letter 1
2.   Next period or day unexcused absence =
          Truancy Letter 2 + parent meeting with school administration
3.   Next period or day unexcused absence =
          Truancy Letter 3 + attendance contract with district office

SART meetings will be held monthly, with each month varying the time to accommodate different work schedules of parents.

Tardy policy
1.   Students must be in their seat when the bell rings.
2.   Three or more tardies per week (cumulative across periods) = after school detention - 1 hour with parent notification.
3.   After 3 detentions students will be assigned Saturday School = 4 hours (8-12)

Students that do not attend detentions will be assigned a Saturday School.

Failure to attend required detentions or Saturday Schools will disqualify students from end of year activities. Students will need to make up all required detentions and Saturday Schools to have end of year activities reinstated.

PUSD Board Policy
Attendance

COMPULSORY ATTENDANCE—EC 48200
A minor between the ages of 6 and 18 years is subject to compulsory education and unless exempted, must enroll in the school district in which the residence of either the parent or legal guardian is located.

EXCUSED ABSENCES—EC 48205
(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is
(1) Due to his or her illness.
(2) Due to quarantine under the direction of a county or city health officer.
 (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
(4) For the purpose of attending the funeral of a member of his or her immediate

family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.

(5) For the purpose of jury duty in the manner provided by law.

(6) Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

CONFIDENTIAL MEDICAL SERVICES—EC 46010.1
School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

ABSENCE FOR RELIGIOUS INSTRUCTION—EC 46014
With the written consent of a parent or guardian, a student may be excused from school in order to participate in religious exercises or to receive moral or

religious instruction in accordance with the School District regulations.

TRUANCY—EC 48260(a), 48261, 48262 & 48263
Any student subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.
Any student who has once been reported as a truant and who is again absent from school without a valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or to the superintendent of the district.
Any student is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the student and the student himself/herself after the filing of either of the reports required by Section 48260 or Section 48261.
If any minor pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the student may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT— EC 48980(j)
No pupil shall have a grade reduced or lose academic credit for any excused absence or absences pursuant to E.C. 48205 if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable amount of time.

AVOIDING ABSENCES
The Pasadena Unified School District urges parents to make sure that their children attend school regularly and to schedule medical and other appointments so that a student misses none or only a small portion of the day. The district also asks that travel or other absences be avoided during the time school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to

minimize problems for families that plan vacations around traditional holiday periods, and thereby minimize student absences.

TARDINESS
Students should be encouraged to be prompt as part of their training. They are expected to be at school on time. If students are late, they should bring an excuse from home to the school office. Frequent tardiness without a valid excuse is considered truancy under state law.

John Maynard <maynard.john@pusd.us>

Fwd: Need Your Confirmation and Approval Please!

1 message

Lori (Lori) Touloumian <touloumian.lori@pusd.us>   Fri, May 8, 2020 at 5:04 PM
To: John Maynard <maynard.john@pusd.us>

Sent from my iPhone

Begin forwarded message:

> **From:** Bethel Lira <lira.bethel@pusd.us>
> **Date:** May 8, 2020 at 1:21:59 PM PDT
> **To:** "Lori (Lori) Touloumian" <touloumian.lori@pusd.us>
> **Subject: Re: Need Your Confirmation and Approval Please!**
>
> Confirm and Approve.
>
> Bethel
>
> On Fri, May 8, 2020 at 12:26 PM Bethel Lira <lira.bethel@pusd.us> wrote:
>> Hi Lori,
>> I couldn't open the attachment.
>>
>> Bethel
>>
>> On Fri, May 8, 2020 at 11:56 AM Lori (Lori) Touloumian <touloumian.lori@pusd.us> wrote:
>>> Good Morning AMAZING SSC Members!
>>>
>>> One of the items we did not have the opportunity to review with you prior to the closure was our Proposed Safety Plan for next year. I have attached it here. We need you to review and approve the plan. If you have questions or comments, please send. If not, you may simply reply to this email with "confirm and approve", and then we will submit it today. This task is time sensitive, your prompt attention is deeply appreciated.
>>>
>>> Thank you!!
>>> Lori
>>>
>>> ┌───┐
>>> │ **2019_School_Safety_Plan_Charles_W._Eliot_Middle...** │
>>> └───┘
>>>
>>>
>>> Lori Touloumian
>>>
>>> Principal
>>> **Charles W. Eliot Arts Magnet Academy**
>>> *Our Children. Learning Today. Leading Tomorrow.*
>>>
>>> 2184 North Lake Avenue
>>> Altadena, CA. 91001
>>> P) 626-396-5680 ext. 70099
>>> C) 626-720-2493
>>> email: touloumian.lori@pusd.us

Facebook - eliotartsmagnet

Twitter - @EliotArts1

--
6th Grade History Teacher
Charles W. Eliot Arts Magnet Academy
Our Children. Learning Today. Leading Tomorrow.
2184 North Lake Avenue
Altadena, CA. 91001
P) 626-396-5680 ext. 70220
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--
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John Maynard <maynard.john@pusd.us>

Fwd: Need Your Confirmation and Approval Please!
1 message

Lori (Lori) Touloumian <touloumian.lori@pusd.us>   Fri, May 8, 2020 at 5:04 PM
To: John Maynard <maynard.john@pusd.us>

Sent from my iPhone

Begin forwarded message:

From: Gary Day <gman91104@charter.net>
Date: May 8, 2020 at 3:01:54 PM PDT
To: "Lori (Lori) Touloumian" <touloumian.lori@pusd.us>
Subject: RE: Need Your Confirmation and Approval Please!

I have one comment: page 8 "the schools facility is well maintained and generally looks neat and clean". Maybe there is a range or a history that makes current conditions look good but from my point of view the place is a mess with trash everywhere. I see Sal working diligently but it doesn't seem to be near enough. My suggestion: The first 5 minutes of every day is spent with the kids of one class lined up together picking up trash. Make it a recycling exercise, tell them God is coming the next day for inspection, tell them it's their civic duty, whatever. How about the idea that students will, over time, begin to notice what neat/clean really look like. Otherwise, confirmed and approved! Oh, Husky Bucks—are they some type of reward or monetary incentive to do a good/right thing? These types of incentives are wildly overrated. Do we really want to be teaching kids carrot and stick approaches to life? Cheers!

From: Lori (Lori) Touloumian [mailto:touloumian.lori@pusd.us]
Sent: Friday, May 08, 2020 11:56 AM
To: Karen Moran <design@karenmoranarchitect.com>; Gary Day <gman91104@charter.net>; Maya Day <Da4573Ma0509@pusd.us>; Katherine Gilbreath <gilbreath.katherine@pusd.us>; Nia Nicole <harrisnbailey@gmail.com>; Bethel (Bethel) Lira <lira.bethel@pusd.us>; Sydney Minckler <minckler.sydney@pusd.us>; Morely Paredes <morelyparedes@gmail.com>
Cc: John Maynard <maynard.john@pusd.us>
Subject: Need Your Confirmation and Approval Please!

Good Morning AMAZING SSC Members!

One of the items we did not have the opportunity to review with you prior to the closure was our Proposed Safety Plan for next year. I have attached it here. We need you to review and approve the plan. If you have questions or comments, please send. If not, you may simply reply to this email with "confirm and approve", and then we will submit it today. This task is time sensitive, your prompt attention is deeply appreciated.

Thank you!!
Lori

2019_School_Safety_Plan_Charles_W._Eliot_Middle...

Lori Touloumian

Principal

Charles W. Eliot Arts Magnet Academy

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Facebook - eliotartsmagnet

Twitter - @EliotArts1

Charles W. Eliot Middle

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

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

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

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

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

DataQuest

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

Internet Access

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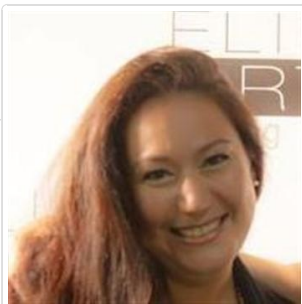
Lori Touloumian, Principal

Principal, Charles W. Eliot Middle

About Our School

Dear Families,

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

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

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

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

GO HUSKIES!

Lori Touloumian
Principal

Contact

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

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

About This School

Contact Information (School Year 2019—20)

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

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

Last updated: 12/31/2019

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

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

Last updated: 1/16/2020

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

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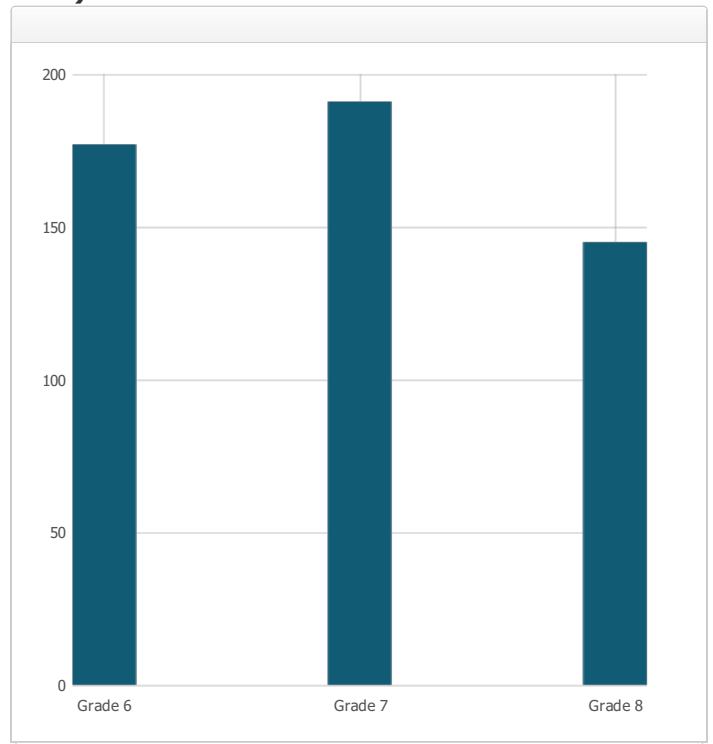
Last updated: 12/31/2019

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

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

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

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

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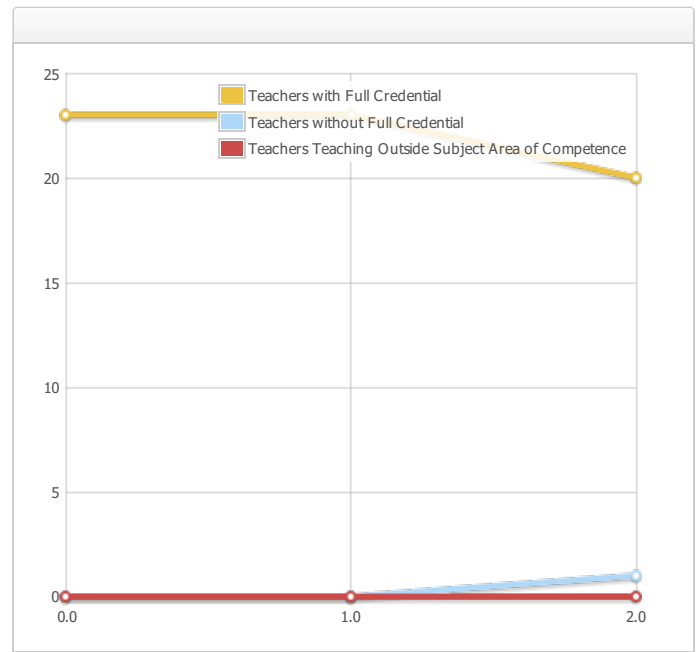
Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

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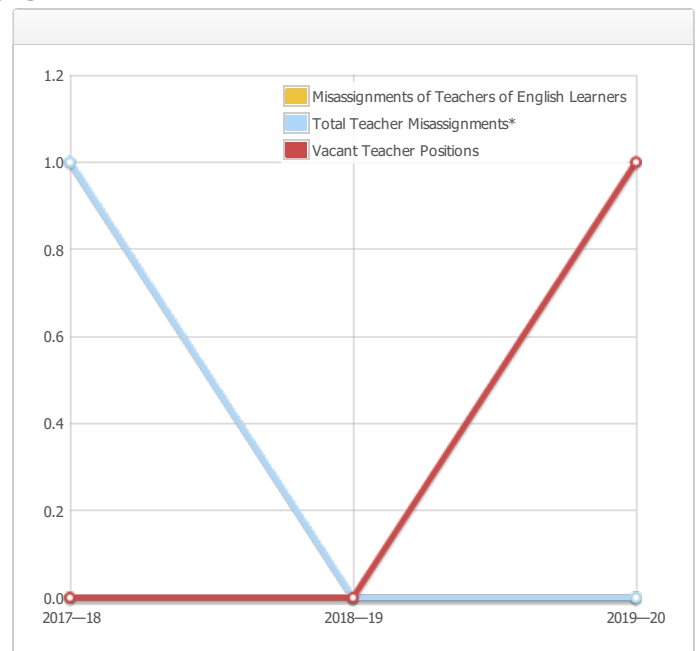
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

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

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

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

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

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

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

Last updated: 1/10/2020

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Fair

Last updated: 1/10/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

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

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

Last updated: 12/31/2019

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

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

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

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

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

Last updated: 12/31/2019

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

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

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

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

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

Last updated: 12/31/2019

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

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

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

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

Last updated: 12/31/2019

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

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

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

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Every second Thursday of the month, Eliot Arts hosts all of our parent group meetings. The parent groups are the following:
English Language Advisory Council (ELAC), this committee is comprised of parents, staff and community members specifically designated to advise school officials on English Learners program services.
School Site Council (SSC), is a group of teachers, parents, classified employees that work collaboratively with the Principal to develop, review and evaluate school improvement programs and school budgets. Members of the site council are generally elected by their peers.

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

Parent-Teacher-Student Association (PTSA). is a formal organization composed of parents, teachers, and staff that are intended to facilitate parental participation in a school.
Eliot Arts Magnet has an Annual Fund to support our arts integration program. The Eliot Annual Fund committee fundraises money specifically for Artist Residencies, Art Resources, and Artist Professional Development.

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

State Priority: Pupil Engagement

Last updated: 1/16/2020

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

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

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

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

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

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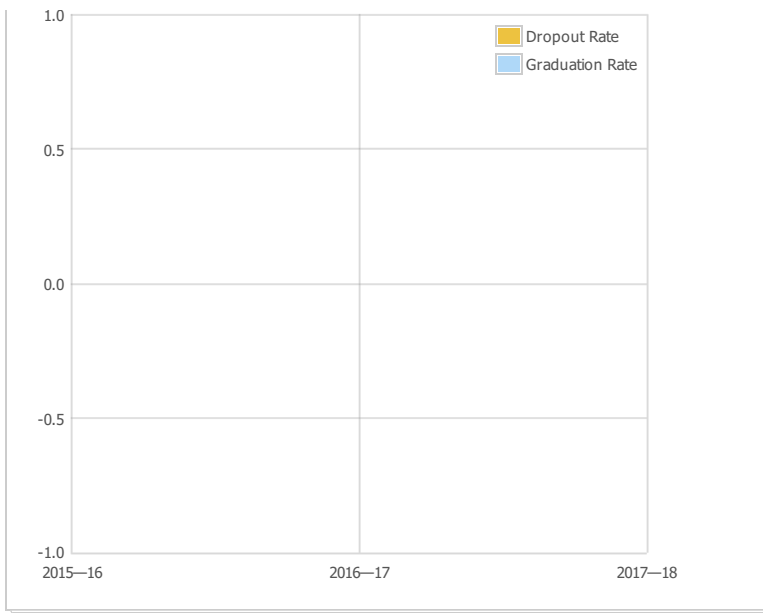
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/31/2019

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

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

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

Last updated: 1/21/2020

D. Other SARC Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Last updated: 12/31/2019

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

Title	Ratio**
Counselors*	570.00

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

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

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

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

Last updated: 12/31/2019

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

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

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

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

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

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

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

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

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

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

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

Teacher Salary Chart

Principal Salary Chart
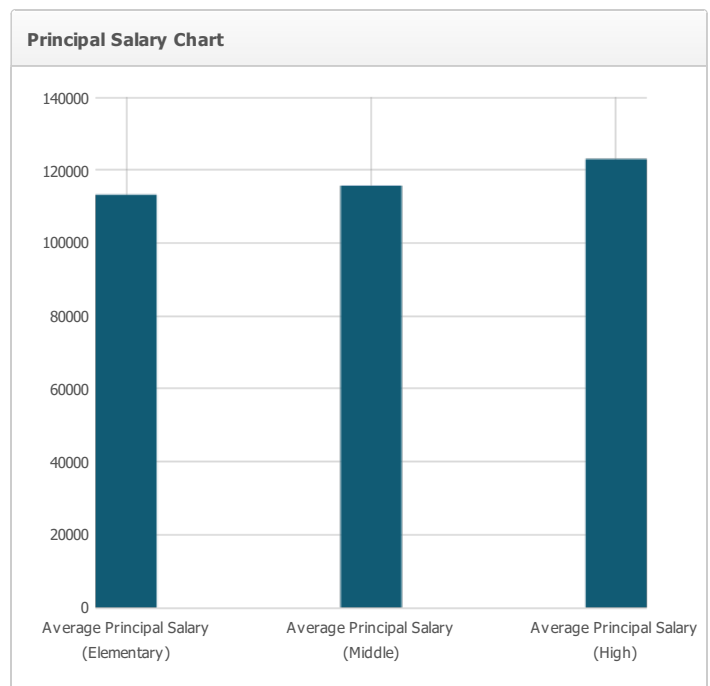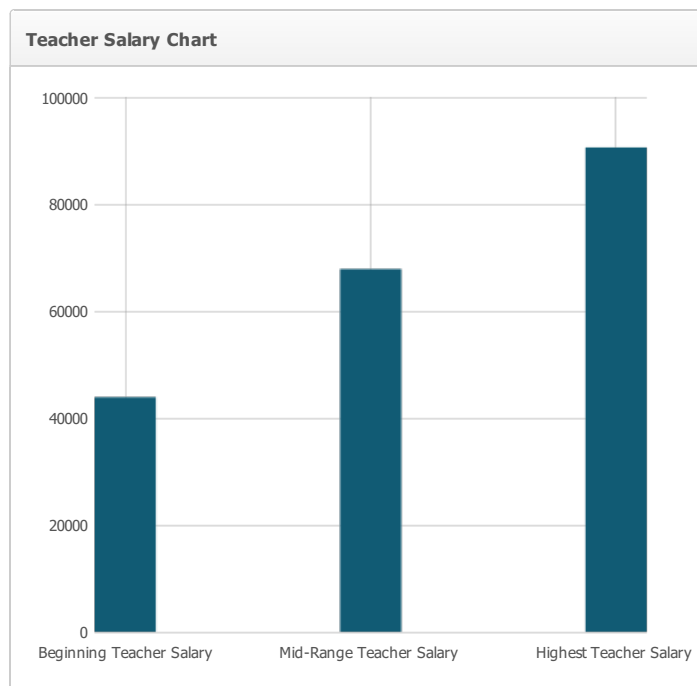
Last updated: 1/7/2020

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

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

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

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

Last updated: 12/31/2019

Professional Development

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

Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

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

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

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

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

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

Pasadena Unified School District

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

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John Maynard <maynard.john@pusd.us>

I Confirm and Approve 2020-2021 Safety Plan

1 message

Lori (Lori) Touloumian <touloumian.lori@pusd.us>   Fri, May 8, 2020 at 5:13 PM
To: John Maynard <maynard.john@pusd.us>

Please allow this email to serve as my confirmation and approval of the proposed 2020-2021 safety plan.

Thank you!
Lori

Lori Touloumian

Principal
Charles W. Eliot Arts Magnet Academy
Our Children. Learning Today. Leading Tomorrow.

2184 North Lake Avenue
Altadena, CA. 91001
P) 626-396-5680 ext. 70099
C) 626-720-2493
email: touloumian.lori@pusd.us

Facebook - eliotartsmagnet

Twitter - @EliotArts1

John Maynard <maynard.john@pusd.us>

Fwd: Need Your Confirmation and Approval Please!

1 message

Lori (Lori) Touloumian <touloumian.lori@pusd.us>   Fri, May 8, 2020 at 5:04 PM
To: John Maynard <maynard.john@pusd.us>

Sent from my iPhone

Begin forwarded message:

> **From:** Morely Paredes <morelyparedes@gmail.com>
> **Date:** May 8, 2020 at 1:34:50 PM PDT
> **To:** "Lori (Lori) Touloumian" <touloumian.lori@pusd.us>
> **Subject: Re: Need Your Confirmation and Approval Please!**

Confirm and approve

Sent from my iPhone

On May 8, 2020, at 11:56 AM, Lori (Lori) Touloumian <touloumian.lori@pusd.us> wrote:

Good Morning AMAZING SSC Members!

One of the items we did not have the opportunity to review with you prior to the closure was our Proposed Safety Plan for next year. I have attached it here. We need you to review and approve the plan. If you have questions or comments, please send. If not, you may simply reply to this email with "confirm and approve", and then we will submit it today. This task is time sensitive, your prompt attention is deeply appreciated.

Thank you!!
Lori

PDF **2019_School_Safety_Plan_Charles_W._Eliot_Middle...**

Lori Touloumian

Principal
Charles W. Eliot Arts Magnet Academy
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email: touloumian.lori@pusd.us

Facebook - eliotartsmagnet

Twitter - @EliotArts1

John Maynard <maynard.john@pusd.us>

Need Your Confirmation and Approval Please!

4 messages

Lori (Lori) Touloumian <touloumian.lori@pusd.us>   Fri, May 8, 2020 at 11:56 AM
To: Karen Moran <design@karenmoranarchitect.com>, Gary Day <gman91104@charter.net>, Maya Day
<Da4573Ma0509@pusd.us>, Katherine Gilbreath <gilbreath.katherine@pusd.us>, Nia Nicole <harrisnbailey@gmail.com>,
"Bethel (Bethel) Lira" <lira.bethel@pusd.us>, Sydney Minckler <minckler.sydney@pusd.us>, Morely Paredes
<morelyparedes@gmail.com>
Cc: John Maynard <maynard.john@pusd.us>

Good Morning AMAZING SSC Members!

One of the items we did not have the opportunity to review with you prior to the closure was our Proposed Safety Plan for
next year. I have attached it here. We need you to review and approve the plan. If you have questions or comments,
please send. If not, you may simply reply to this email with "confirm and approve", and then we will submit it today. This
task is time sensitive, your prompt attention is deeply appreciated.

Thank you!!
Lori

> 📄 **2019_School_Safety_Plan_Charles_W._Eliot_Middle...**

Lori Touloumian

Principal
Charles W. Eliot Arts Magnet Academy
Our Children. Learning Today. Leading Tomorrow.

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P) 626-396-5680 ext. 70099
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email: touloumian.lori@pusd.us

Facebook - eliotartsmagnet

Twitter - @EliotArts1

Karen Moran <design@karenmoranarchitect.com>   Fri, May 8, 2020 at 1:11 PM
To: "Lori (Lori) Touloumian" <touloumian.lori@pusd.us>
Cc: Gary Day <gman91104@charter.net>, Maya Day <Da4573Ma0509@pusd.us>, Katherine Gilbreath
<gilbreath.katherine@pusd.us>, Nia Nicole <harrisnbailey@gmail.com>, "Bethel (Bethel) Lira" <lira.bethel@pusd.us>, Sydney
Minckler <minckler.sydney@pusd.us>, Morely Paredes <morelyparedes@gmail.com>, John Maynard
<maynard.john@pusd.us>

confirm and approve.

Sent from my iPhone

On May 8, 2020, at 11:56 AM, Lori (Lori) Touloumian <touloumian.lori@pusd.us> wrote:

[Quoted text hidden]

Nia Nicole <harrisnbailey@gmail.com>   Fri, May 8, 2020 at 1:54 PM
To: Karen Moran <design@karenmoranarchitect.com>
Cc: "Lori (Lori) Touloumian" <touloumian.lori@pusd.us>, Gary Day <gman91104@charter.net>, Maya Day
<Da4573Ma0509@pusd.us>, Katherine Gilbreath <gilbreath.katherine@pusd.us>, "Bethel (Bethel) Lira"
<lira.bethel@pusd.us>, Sydney Minckler <minckler.Sydney@pusd.us>, Morely Paredes <morelyparedes@gmail.com>, John
Maynard <maynard.john@pusd.us>

Sending my confirmation and approval

Sent from my iPhone

On May 8, 2020, at 1:11 PM, Karen Moran <design@karenmoranarchitect.com> wrote:

confirm and approve.

[Quoted text hidden]

Lori (Lori) Touloumian <touloumian.lori@pusd.us>   Fri, May 8, 2020 at 5:05 PM
To: John Maynard <maynard.john@pusd.us>

Sent from my iPhone

Begin forwarded message:

From: Nia Nicole <harrisnbailey@gmail.com>
Date: May 8, 2020 at 1:54:29 PM PDT
To: Karen Moran <design@karenmoranarchitect.com>
Cc: "Lori (Lori) Touloumian" <touloumian.lori@pusd.us>, Gary Day <gman91104@charter.net>, Maya Day
<Da4573Ma0509@pusd.us>, Katherine Gilbreath <gilbreath.katherine@pusd.us>, "Bethel (Bethel) Lira"
<lira.bethel@pusd.us>, Sydney Minckler <minckler.sydney@pusd.us>, Morely Paredes
<morelyparedes@gmail.com>, John Maynard <maynard.john@pusd.us>
Subject: Re: Need Your Confirmation and Approval Please!

Sending my confirmation and approval
[Quoted text hidden]

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

Rubric
1 = This is an established practice that has been in place since before the 2020-21 school year.
2 = This practice is being implemented for the first time during the 2020-21 school year.
3 = This practice is being developed now to be implemented during the 2020-21 b school year.

Section 1: Program Design

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

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

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

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	✔		✔
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom? Not Applicable			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings? Not Applicable			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	✔		
Are GATE services provided to students during the regular instructional school day?	✔		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	✔		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	✔		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	✔		

Updated 4/2020

Section 2: Identification

2:1 The nomination/referral process is ongoing.

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

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

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	✔		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	✔		
Does the plan inform parents and teachers of the GATE referral window of August - September?	✔		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October? Not Applicable			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?	✔		

Section 3: Curriculum and Instruction

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

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

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

Updated 4/2020

	1	2	3
Middle School Are high-achieving GATE students placed in accelerated or honors classes?	✔		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	✔		
Are the following instructional options used in the development of the School GATE Plan: ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory	✔		
High School Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	✔		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	✔		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	✔		

Updated 4/2020

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

Section 4: Social and Emotional Development

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

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

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	✔		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school? Not applicable			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College? Not Applicable			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			✔
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?		✔	

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

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

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			✔
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			✔
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			✔
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			✔
Is the School GATE Plan shared with parents and the community effectively and systematically?			✔

Section 7: Program Assessment

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

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

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

By the end of the 2020-2021 school year, students that have been identified as GATE will participate in at least 2 data chat meetings, where they will explore their current academic status and create a plan to accelerate their learning by identifying areas of strength and interest.

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

Sydney Minckler

School: **Date Approved By School Site Council:**

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

	date	topic		date	topic
1st meeting	Back to School	How to support your GATE students in MS.	**3rd meeting**	February	Prepping for Testing
2nd meeting	November	Innovation Fair Information	**4th meeting**	Open House	Transition to High School

Updated 4/2020