School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
CIS Academy	19-64881-0117440	5/22/24	6/27/24

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)

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

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

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

All statements, evaluations, data and analysis in this report are appropriately sourced from valid and reliable data from the2023-24 school year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school discussed the school plan from 2023-24 at School Site Council (SSC) meetings in_____. SSC consists of staff, parents and students. The SPSA was also discussed in bi-weekly “A“ Monday staff meetings.

Resource Inequities

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

Funding for staffing does not follow proportionally to address fluctuations in student enrollment. Enrollment numbers generally increase after norm day resulting in a waiting list for students who want to enroll in CIS. Historically, there is a large influx of students at the beginning of and throughout the spring semester. Many seniors enroll in CIS credit deficient and they need to meet PUSD graduation requirements, including completing a senior defense and taking elective credits. Funding for staffing does not follow proportionally to address the diversity of individual needs of CIS transfer and non-traditional students who need supervision in CIS facilities to support their need to work at an accelerated rate.

Explore the need for opportunities to increase the social and academic performance of students. 84.2% of all school students at CIS are Socioeconomically Disadvantaged. Approximately 7.5 % of all students are English Learners, and 0.4% are Foster Youth. The apparent inequities based on our needs assessment are access to mental health services, access to regular health care, access to food and shelter, services and supports in languages other than English, English proficiency in the home, access to technology and internet services. CIS has attempted to address these inequities by partnering with Hazel Health for mental and other health needs and with referrals to Families in Transition, a District office, for homelessness and food insecurity. Access to these supports will continue to be supported through our community liaison and our school administrator and counselor.

School Vision and Mission

CIS Academy's vision is that every student has the resources and opportunities to receive a high-quality educational experience. CIS Academy's mission is to ensure that every student will be eligible to graduate from high school. CIS provides blended learning, for example, the elementary program and with the middle and high school CTE classes, and a 100% remote-learning option at grades TK to 12. CIS curriculum and instruction meets the needs of our diverse population and the demands of local, state and federal requirements. Every student is provided a Chromebook and access to curriculum guided by Common Core standards, with the online component that can be accessed through a learning management system by the student anytime, day or night. In addition, teachers create Canvas courses, workshops and seminars, and adjust and improve lessons on an ongoing basis. One of the strengths of CIS is the individual relationships cultivated between students and teachers through an Individualized Learning Plan (ILP) that is developed and personalized for each student. Mandatory and consistent contact is maintained among all stakeholders.

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

School Profile

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

The Pasadena Unified School District (PUSD) consists of 23 schools serving approximately 14,000 of the more than 30,000 school-age children who are eligible to attend them: 13 elementary schools, three middle schools, one K-8 school, two 6-12 secondary schools, two traditional high schools and two alternative education schools. As of 2021-2022, CIS Academy, one of the alternative education schools, is the only TK-12 school in PUSD. The District has been experiencing declining enrollment since 2001 resulting in the closing of five schools in the last five years. This can be attributed to the fifty-three private and charter schools operating within District boundaries as well as the soaring cost of real estate, which has pushed families out of district to more affordable communities. The community served by PUSD is ethnically, linguistically, and economically diverse. According to the 2020 Census, 138,999 people resided in the city of Pasadena, a slight increase from 2010 (137,000); 35.9% are White, a decrease from 2010 (38.8%); 34.9% are Hispanic or Latino, a slight increase from 2010 (33.7%); 17.2% are Asian, an increase from 2010 (14.1%); 8.8% are African American, a decrease from 2010 (10.1%); 3.2% are other ethnicities. The ethnic enrollment of CIS differs from that of the District in that we serve eight percent more Hispanic/Latino students than our District counterparts–a rate that is almost double that of the Hispanic/ Latino share of the city population. The percentage of white students is half that of the District; a one-sixth ratio compared to the city. The African American student ratio is the same for both CIS and the District, while the Asian student ratio at CIS is considerably less than that at other District schools.

During the same ten-year window (between the 2010 and 2020 censuses) median household income rose from $61,450 to $83,068. The median price of housing increased from $657,000 to $785,700, while the median price for rentals reached $1,800 per month. The percent of those owning homes fell from 45.8% to 42%. Of the 90,934 residents over the age of twenty-five, 88.3% are high school graduates and 52.3% hold at least a bachelor's degree; 17% of the population has not received a high school diploma or equivalent. The average household consists of 2.5 individuals with 86.8% of persons over the age of 1 year residing in the city for at least a year. 44.9% of residents reside in a household in which a language other than English is spoken. The percentage of foreign-born persons is 30%. The percentage of persons living in poverty stands at 14.5%. Eighty-one percent of Pasadena residents have resided in the city for at least a year; only sixty-eight percent have lived here for more than five years. The above statistics, coupled with recent economic trends, point to a highly transitional population. This trend is reflected in enrollment both in the District and at CIS. Due to the pandemic and the disruptions it continues to cause, we are serving an even larger enrollment at CIS, which necessitated opening the second campus at Wilson Middle School (Wilson). Currently, our total student enrollment stands at 503 students. Normally, we would serve 240-270 students at any one time, and 325-450 students in any one year. Due to unusually high turnover and Executive Order N-30-20 which waived the assessment, accountability, and reporting requirements for the 2019-2021 school years, our ability to report and evaluate student progress based solely on state test scores is directly impacted and our ability to draw meaningful conclusions is correspondingly limited.

CIS Academy (CIS) operated as a high school program at Pasadena High School from 1990 until 2007, when it became a District program. In 2009, CIS received its own CDE Code and became a separate school. Originally located in one oversized classroom on the northeast corner of the Pasadena High School campus, it started with four teachers and 120 students from Pasadena High School. The program was opened to all District students in 2007. Enrollment reached 425 and a satellite site was opened at Learning Works. District leadership then decided that CIS should apply for its own school code and this process was completed in the 2009-2010 School Year. The Learning Works site separated from CIS and became a charter school with its own CDE code, also at this time. This year, on our comprehensive campus, there are 16 certificated teachers, two CTE teachers, and a supporting staff including a principal, a program specialist, a counselor, an office manager, data clerk, a registrar, community advisor, a security officer and a custodial staff (1.5) serving approximately 450 students at any given time. The school has traditionally served a population of predominantly "at risk" students who may be more successful in an alternative educational setting for issues including: credit recovery, being medically fragile, being a teen parent, needing to work to support their families, gender identity issues, homelessness and foster youth, and mental health/substance abuse. We also serve a relatively small, but steady subset

of students pursuing professional careers, often in the arts (e.g. acting or performing arts). A growing demographic is students who are on track for graduation and choose our program to accelerate the pace of their education, often by dual-enrolling in college classes at local community colleges like Pasadena City College. Our school also serves students who are age-inappropriate to grade level, substantially behind in credits for their grade level, transitioning to adult school programs, and in dropout recovery. Since the pandemic (March 2020-2021), we are attracting students who enroll due to pandemic-related concerns or issues because CIS and our online only independent study-based program is the only District option to meet their needs. In the past few years, we found ourselves with an influx of students during the Spring semester that led to offering teachers a 20% salary incentive to increase their student caseload and to hiring a part-time teacher who is currently serving eighteen students. Several of these students are Seniors who were requested to find an alternative plan in order to graduate, as they were credit deficient, with no offers for recovery, and were not scheduled to graduate with their current class. Through the independent study method, we are able to cite success, as the majority of these students are on schedule to graduate in June. We continue to have a waiting list of students desiring to enroll.

The School Site Council (SSC) is the parent-driven organization for CIS. The Career Exploration Opportunities (CEO) pathway works closely with
various agencies and groups from the local community offering opportunities for leadership, internships, apprenticeships, and job shadowing experiences.

- -- The Sycamore group provides students with counseling (Medi-Cal insured) for therapeutic treatment; students who do not qualify are referred to outside agencies.
- -- Additional support is provided by Hazel Health, an online service for mental and physical health issues and inquiries.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.49%	0.79%	%	2	2	
African American	13.83%	13.83%	14.47%	56	35	34
Asian	6.91%	1.58%	0.85%	28	4	2
Filipino	0.25%	0%	0.43%	1	0	1
Hispanic/Latino	55.31%	64.82%	62.13%	224	164	146
Pacific Islander	0.25%	0.79%	0.85%	1	2	2
White	16.05%	14.23%	18.30%	65	36	43
Multiple/No Response	5.68%	3.16%	2.13%	23	8	5
			Total Enrollment	405	253	235

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	31	4	2
Grade 1	22	8	
Grade 2	43	7	3
Grade3	30	8	3
Grade 4	37	12	6
Grade 5	24	19	8
Grade 6	32	11	11
Grade 7	24	18	9
Grade 8	18	14	17
Grade 9	14	17	12
Grade 10	26	25	38
Grade 11	43	42	48
Grade 12	61	68	78
Total Enrollment	405	253	235

Conclusions based on this data:

1. The numbers are consistent with the decline in enrollment district-wide.

2. The number of students fluctuates because students transfer in and out throughout the year, both before and after testing.

3. Enrollment reflects that post-pandemic; students returned to traditional programs for in-person learning and social interaction.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	41	19	18	7.80%	10.1%	7.7%
Fluent English Proficient (FEP)	97	66	72	43.50%	24.0%	30.6%
Reclassified Fluent English Proficient (RFEP)				116.7%		

Conclusions based on this data:

1. The population of ELs served is declining consistent with the decline in enrollment district-wide.
2. The number of FEPs is consistent with pre-pandemic levels.
3. There is no data to analyze for RFEPs.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31	9	5	28	7	4	28	7	4	90.3	77.8	80
Grade 4	39	16	12	37	15	7	37	15	7	94.9	93.8	58.3
Grade 5	18	19	10	16	18	10	16	18	10	88.9	94.7	100
Grade 6	37	16	23	34	7	10	34	6	10	91.9	43.8	43.5
Grade 7	36	32	23	30	21	10	30	21	10	83.3	65.6	43.5
Grade 8	34	23	29	11	8	17	11	8	17	32.4	34.8	58.6
Grade 11	71	70	74	19	29	30	18	27	29	26.8	41.4	40.5
All Grades	266	185	176	175	105	88	174	102	87	65.8	56.8	50

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2439.	*	*	39.29	*	*	10.71	*	*	25.00	*	*	25.00	*	*
Grade 4	2419.	2468.	*	5.41	20.00	*	24.32	46.67	*	18.92	6.67	*	51.35	26.67	*
Grade 5	2457.	2452.	*	12.50	0.00	*	31.25	27.78	*	25.00	27.78	*	31.25	44.44	*
Grade 6	2459.	*	*	8.82	*	*	11.76	*	*	26.47	*	*	52.94	*	*
Grade 7	2538.	2524.	*	16.67	4.76	*	26.67	33.33	*	13.33	28.57	*	43.33	33.33	*
Grade 8	2563.	*	2532.	27.27	*	5.88	27.27	*	29.41	0.00	*	35.29	45.45	*	29.41
Grade 11	2568.	2591.	2601.	16.67	18.52	27.59	27.78	33.33	24.14	22.22	33.33	31.03	33.33	14.81	17.24
All Grades	N/A	N/A	N/A	16.67	10.78	18.39	21.26	35.29	24.14	20.11	22.55	29.89	41.95	31.37	27.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	8.11	*	*	59.46	*	*	32.43	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	8.82	*	*	47.06	*	*	44.12	*	*
Grade 7	26.67	*	*	50.00	*	*	23.33	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	20.11	16.67	24.14	52.30	55.88	65.52	27.59	27.45	10.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	56.76	*	*	43.24	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	52.94	*	*	47.06	*	*
Grade 7	20.00	*	*	43.33	*	*	36.67	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	13.87	11.00	18.60	47.40	57.00	46.51	38.73	32.00	34.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	8.11	*	*	72.97	*	*	18.92	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	2.94	*	*	70.59	*	*	26.47	*	*
Grade 7	13.33	*	*	73.33	*	*	13.33	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	11.49	8.82	18.39	71.26	77.45	67.82	17.24	13.73	13.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	8.11	*	*	67.57	*	*	24.32	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	8.82	*	*	61.76	*	*	29.41	*	*
Grade 7	16.67	*	*	63.33	*	*	20.00	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	16.67	10.78	20.69	58.05	71.57	63.22	25.29	17.65	16.09

Conclusions based on this data:

1. Student performance indicators show that student achievement has declined, likely due to increased student anxiety and increased needs for mental health supports at school.
2. CIS has a large population of students with lower socioeconomic status (SES) which could indicate distracting factors such as, housing and food insecurity, neighborhood violence, increased home responsibilities, and decreased focus and prioritization of academics and educational resources.
3. CIS is a personalized, alternative institution providing 100% independent study, and student performance is dependent upon student's ability to monitor their own needs and to ask for the help that is available to them. Teachers do not frontload content and learning strategies for students. This is especially significant because family involvement plays a large role at CIS, and families need to encourage students to recognize when they are struggling and when they need to request help.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31	9	5	28	7	4	28	7	4	90.3	77.8	80
Grade 4	38	16	12	36	15	7	36	15	7	94.7	93.8	58.3
Grade 5	18	19	10	16	18	10	16	18	10	88.9	94.7	100
Grade 6	37	16	23	34	4	9	34	4	9	91.9	25.0	39.1
Grade 7	36	32	23	28	20	11	28	20	11	77.8	62.5	47.8
Grade 8	34	23	29	12	7	17	11	7	16	35.3	30.4	58.6
Grade 11	71	70	74	17	25	24	17	24	24	23.9	35.7	32.4
All Grades	265	185	176	171	96	82	170	95	81	64.5	51.9	46.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2435.	*	*	25.00	*	*	28.57	*	*	25.00	*	*	21.43	*	*
Grade 4	2423.	2494.	*	2.78	20.00	*	16.67	33.33	*	41.67	26.67	*	38.89	20.00	*
Grade 5	2472.	2444.	*	25.00	0.00	*	12.50	11.11	*	12.50	38.89	*	50.00	50.00	*
Grade 6	2433.	*	*	5.88	*	*	2.94	*	*	17.65	*	*	73.53	*	*
Grade 7	2499.	2471.	2502.	7.14	10.00	0.00	17.86	5.00	36.36	17.86	20.00	27.27	57.14	65.00	36.36
Grade 8	2520.	*	2505.	27.27	*	12.50	18.18	*	18.75	9.09	*	18.75	45.45	*	50.00
Grade 11	2569.	2551.	2528.	11.76	0.00	4.17	11.76	25.00	12.50	41.18	37.50	20.83	35.29	37.50	62.50
All Grades	N/A	N/A	N/A	12.35	6.32	12.35	15.29	17.89	18.52	25.29	30.53	22.22	47.06	45.26	46.91

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	5.56	*	*	50.00	*	*	44.44	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	5.88	*	*	26.47	*	*	67.65	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	12.94	13.68	11.11	45.88	50.53	58.02	41.18	35.79	30.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	8.33	*	*	52.78	*	*	38.89	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	5.88	*	*	44.12	*	*	50.00	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	12.94	8.42	9.88	52.35	58.95	64.20	34.71	32.63	25.93

Conclusions based on this data:

1. Math scores declined across all grades and all assessment measures because of increased student needs for content support, other wrap-around services and social emotional supports.
2. A major challenge for the school is that a significant number of students entering CIS are far below grade level in math.
3. The school needs to develop instructional sections and interventions of curriculum to better serve individual student needs, including leveraging teacher expertise and content specialties.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	1464.0			1470.9			1456.3			14		
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	6	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	0
8	*	*		*	*		*	*		*	*	0
10	*	*		*	*		*	*		*	*	0
11	*	*		*	*		*	*		*	*	0
12	*	*	*	*	*	*	*	*	*	6	6	*
All Grades										43	24	5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
2	7.14			42.86			35.71			14.29			14		
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	9.52	*	35.71	28.57	*	42.86	38.10	*	14.29	23.81	*	42	21	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
2	28.57			28.57			35.71			7.14			14		
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	19.05	*	38.10	33.33	*	26.19	23.81	*	9.52	23.81	*	42	21	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*		*	*	
2	0.00			35.71			35.71			28.57			14		
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.38	0.00	*	21.43	19.05	*	38.10	38.10	*	38.10	42.86	*	42	21	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	7.14			78.57			14.29			14		
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	4.76	*	64.29	71.43	*	21.43	23.81	*	42	21	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	21.43			71.43			7.14			14		
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.15	42.86	*	56.10	33.33	*	9.76	23.81	*	41	21	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	7.14			71.43			21.43			14		
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.38	0.00	*	57.14	33.33	*	40.48	66.67	*	42	21	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
1	*	*		*	*		*	*		*	*	
2	7.14			64.29			28.57			14		
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	5.00	*	69.05	80.00	*	19.05	15.00	*	42	20	*

Conclusions based on this data:

1. The small population of students at CIS that take the LPAC does not provide enough data to support a significant analysis or conclusion.
2. CIS wants every student to succeed, and the achievement of ELs is prioritized and addressed along with the achievement of all student groups.
3. CIS is in the process of implementing and is developing an instructional module for ELL with intense tutoring, team teaching, and instruction.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
253	**84.2**	**7.5**	**0.4**
Total Number of Students enrolled in CIS Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	7.5
Foster Youth	1	0.4
Homeless	7	2.8
Socioeconomically Disadvantaged	213	84.2
Students with Disabilities	37	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	13.8
American Indian	2	0.8
Asian	4	1.6
Hispanic	164	64.8
Two or More Races	8	3.2
Pacific Islander	2	0.8
White	36	14.2

Conclusions based on this data:

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

2. Students that enroll in Spring semester often present a different profile from students enrolling in the Fall. This includes students who are credit deficient because they did not pass multiple courses in the Fall and throughout their school career, as well as, Seniors who are referred to CIS because they will not be able to graduate from their current school. This factor impacts services and needs assessments and program implementations.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

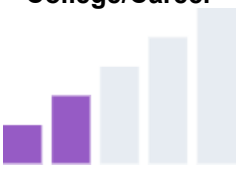
Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Red	**Suspension Rate** Blue
Mathematics Red	**Chronic Absenteeism** Red	
College/Career  Low		

Conclusions based on this data:

1. Many students come to CIS because traditional school has not worked for them and they are not coming to us being high-performance students.
2. Many students come to CIS because they need the flexibility that independent study offers, in addition, they have circumstances in their lives that distract from school and impact educational achievement. These circumstances

can include, work, children, caretaking and supporting their families and themselves, housing and food insecurity, and illness and recovery.

3. CIS has changed school site locations and program structure with fewer opportunities for students to spend time on campus to study and interact with other students.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	248.8 points below standard	Less than 11 Students
184 points below standard	Decreased Significantly -134.2 points	3 Students
Decreased Significantly -42.3 points	15 Students	
141 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	245.4 points below standard
7 Students	193 points below standard	Decreased Significantly -91.4 points
	Decreased Significantly -42.8 points	31 Students
	120 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
221 points below standard Decreased Significantly -100.8 points 23 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 182.2 points below standard Decreased -3.1 points 84 Students	Less than 11 Students 6 Students	Less than 11 Students 3 Students	181 points below standard Decreased Significantly -67 points 23 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 10 Students	Less than 11 Students 6 Students	171.5 points below standard Decreased Significantly -35.2 points 95 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	251.2 points below standard	Less than 11 Students
219.9 points below standard	Decreased Significantly -136.7 points	3 Students
Decreased Significantly -47.4 points	15 Students	
146 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	265.9 points below standard
7 Students	225.8 points below standard	Decreased Significantly -49.2 points
	Decreased Significantly -44.8 points	31 Students
	124 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
255.2 points below standard Decreased Significantly - 78.2 points 24 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 221.3 points below standard Decreased -14.1 points 88 Students	Less than 11 Students 6 Students	Less than 11 Students 3 Students	194.7 points below standard Decreased Significantly - 64.5 points 23 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 10 Students	Less than 11 Students 6 Students	208.9 points below standard Decreased Significantly -34.5 points 98 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
31.6% making progress towards English language proficiency
Number of EL Students: 19 Students
Performance Level: No Performance Level

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.

2023 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**
3	10	0	6

Conclusions based on this data:

1. Insufficient data as enrollment fluctuates throughout year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	1	0	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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
15.5 Prepared	Less than 11 Students	Less than 11 Students
97 Students	10 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
27.3 Prepared	13.4 Prepared	25 Prepared
11 Students	82 Students	20 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
41.7 Prepared	0 Students	Less than 11 Students	0 Students
12 Students		1 Student	

Hispanic	Two or More Races	Pacific Islander	White
7.5 Prepared	Less than 11 Students	0 Students	33.3 Prepared
67 Students	1 Student		15 Students

Conclusions based on this data:

1. While there is not enough data for every student group, overall performance indicators are very low.
2. CIS resources on campus include a robust counselor and weekly office hours for the College Access Plan organization.
3. Insufficient data available for students who completed both course work and CTE trainings.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red 62.4% Chronically Absent Increased 6.5 149 Students	53.3% Chronically Absent Increased 3.3 15 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 6 Students	 Orange 63.4% Chronically Absent Declined -2.8 123 Students	50% Chronically Absent Increased 2.6 28 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
59.1% Chronically Absent Declined -23.1 22 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 70.6% Chronically Absent Increased 7.2 85 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	50% Chronically Absent Increased 7.1 28 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	54.5% graduated	Less than 11 Students
65% graduated	11 Students	4 Students
Decreased Significantly -20.7		
100 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
81.8% graduated	Red	65% graduated
11 Students	64.7% graduated	20 Students
	Decreased Significantly -18.6	
	85 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
75% graduated 12 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 62.3% graduated Decreased Significantly -21 69 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	75% graduated Decreased Significantly -17.3 16 Students

Conclusions based on this data:

1. CIS Academy is an alternative school with students entering and leaving throughout the year. Some of the non-grads enroll in the Spring semester and some students who are eligible to graduate often transfer back to traditional school.
2. Students that enroll in Spring semester often present a different profile from students enrolling in the Fall. This includes students who are credit deficient because they did not pass multiple courses in the Fall and throughout their school career, as well as, Seniors who are referred to CIS because they will not be able to graduate from their current school. This factor impacts services and needs assessments and program implementations.
3. PUSD has district-wide graduation requirements and some late-enrolling Seniors are not on-track to complete their Senior Defense or credit deficiencies.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	10 Students
Maintained 0	Maintained 0	
443 Students	36 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Blue
Maintained 0	0% suspended at least one day	0% suspended at least one day
20 Students	Maintained 0	Maintained 0
	361 Students	83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Blue 0% suspended at least one day Maintained 0 69 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 270 Students	0% suspended at least one day Maintained 0 15 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Maintained 0 75 Students

Conclusions based on this data:

1. The independent study program allows students to work at their own pace, offsite, and in environments that they choose. Suspension is not an applicable factor to analyze in this learning format.

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 four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement

Goal 1

By May 30, 2025, CIS staff will facilitate measurable growth in student achievement. At least 30% of students will demonstrate increased literacy skills including, vocabulary and reading comprehension, as indicated by a higher score on the standardized tests and, if applicable, IReady results. Students will also demonstrate achievement through a 10 to 15% increase in standardized test scores in each of the lower performance levels. Finally, student achievement will be measured by a 2% increase in Math and English course completion with grades of C or better.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Math courses completed with grade of C or better (out of number of total Math courses assigned)* Number of English courses completed with grade of C or better (out of number of total English courses assigned)* _____ *In Elementary and Middle School, grades for Math and English at the end of each semester will be utilized.	Review of data (courses assigned in Aeries and grades) from 2023-2024 school year will be completed to determine the baseline. Review of data (courses assigned in Aeries and grades) from 2023-2024 school year will be completed to determine the baseline. Transcripts for all students in Foster Youth will be evaluated. Credit recovery will be available for students with incomplete courses. Students may be placed on track to graduate with AB 216 district	In comparison to 2023-2024 data, there will be at least a 2% increase in Math courses completed with a grade of C or better. In comparison to 2023-2024 data, there will be at least a 2% increase in English courses completed with a grade of C or better. Increase percentage of English proficiency attainment among Long-term ELs by 25 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	requirements or be able to transfer to a traditional school site.	
Dashboard - college and career ready - GPA tracking, On-track for graduation, graduation rate, A-G/CTE completion	Graduation rates are well below our school's average for 2023-2024. Current rate is 65% (declined 20.7%)	Increase the percentage of students who score proficient on college and career ready strand and achieve graduation status

Annual Review

SPSA Year Reviewed: 2023-24

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.

Implementation of strategies to address the disconnect between how students learn and the methodology of the online platform. Include academic goal setting, skill-building activities, note-taking strategies and exam preparation to improve content mastery.

English Learners will be assessed multiple times a year using the iReady literacy program as the District reading diagnostic to monitor progress in reading comprehension.

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

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

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

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

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.

Beginning in Fall semester, there will be daily meetings with all students to support student engagement, social emotional learning (SEL) activities, and face-to-face contact.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

English Learners will be assessed multiple times a year using the iReady literacy program as the District reading diagnostic to monitor progress in reading comprehension.

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

Teachers will receive professional development on all new curriculum programs and professional development on online tools.

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

Community Assistant will provide classes to parents

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)
12641	CSI
784	Title I Part A: Parent Involvement

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

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

Math students will be assessed three times a year (pre, during, and post) to monitor progress in various content areas. Metrics used will be based on Statewide assessments up to grade 8.

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

Teachers will receive professional development on all curriculum programs.

Teachers will receive professional development on online tools.

The math seminars/classes will maintain a small teacher-to-student ratio in order to allow for increased monitoring of student performance.

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

Students will recognize, comprehend, and utilize academic language during seminars and face-to-face instruction.

Technology/learning management systems (LMS) and programs will be used as a supplemental resource to provide students with a tool to scaffold content toward mastery of grade level concepts.

Beginning with Fall semester, teachers will have daily meetings with all students (Advisory--for elective credit) to support student engagement, SEL activities, and face-to-face contact.

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)
16706	CSI

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.

Goal 2

By May 30, 2025, CIS faculty will work towards creating growth in 35% of students enrolled for at least one year using District-approved program/curriculum resources. Standardized test scores will see at least a 10% increase in each of the lower-level performance areas.

Identified Need

CIS faculty will regularly monitor student progress, using data to identify student needs and implement effective, innovative strategies to increase student achievement.

Caring staff will actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Faculty must continue to focus on student social and emotional (SEL) support systems toward an increase in improved decision-making by students to positively impact our school culture and academic achievement.	Resources are directed toward intervention, professional development, and curriculum and supplemental materials.	Site goals include actions, services, and expenditures meet state and federal requirements
1) Grade improvement (GPA, Pass Rate) 2) Attendance improvement for students 3) Attendance/Engagement improvements for families	All goals, actions and resources, and expenditures meet state and federal requirements.	Pre- and Post-assessment data showing improved academic performance
Increased technology support services and education software led to responses to student and teacher tech needs on campus.	Provide digital learning supports for low performing and targeted student populations.	Provide additional technology to improve 21st century classrooms and increase computer competency in students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data indicates that only 15.5% students scored College and Career Readiness	Provide resources and services for college and career exploration. More students participate in CTE courses.	Highlight, and engage more students, parents, and staff in motivating students to explore opportunities for college and careers. CTE course completion rates, CTE pathway rates will be monitored

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

Teachers will attend professional development conferences to improve their best practices, subject mastery, ability to use purchased curricular platforms to improve student performance, and to develop courses that are research-based and standards-compliant for content mastery.

Summer school program for credit recovery or incomplete classes to address credit deficiency.

Administrative support, RSP support, clerical support and limited counselor support will be provided, as well as, additional tutoring and academic support by subject matter teachers.

Support for students to meet graduation requirements with compensation for teachers who take on additional duties for coordinating Senior Defense, new teacher orientation, curriculum creation, Special Education support.

We will also provide additional compensation for our counselor who will expand duties in regards to career and college readiness for our juniors and seniors.

Provide opportunities for faculty and administration to attend the California Consortium for Independent Study annual conference.

Provide CIS with a two-day-each week academic/college counselor. Currently serviced by the College Access Plan (CAP).

Encourage CTE courses taken by students at both the middle and high school level.

Clerical staff will be compensated for time to complete extra duties.

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 strategies/activities outlined are for improved student achievement and increased overall performance.

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.

The objective for the additional support is to improve the graduation rate which reports a 20.7% decline from 2022-23 data.

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

CIS will increase engagement and involvement by developing opportunities for stakeholders to support the educational processes of our students. Staff-wide conversations for "Next Steps" will include social emotional learning (SEL), and more opportunities for interaction between students and their mentor teacher that are mandatory. This will include funding of CTE 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)
35280	LCFF Supplemental and Concentration (S/C)
21326	Title I Part A: Allocation
49346	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Seniors (12th-grade Students)

Strategy/Activity

Senior Defense graduation requirement. Support for completion of the Senior Defense is coordinated by a mentor teacher in collaboration with the CTE Technology staff and the CIS counselor. Additionally, the Community Liaison supports the effort by communicating with students and parents for details of the workshops and the services available for students to successfully complete their Senior Defense on time.

The components of the Senior Defense are accessed via a Canvas course and students upload their work to the page. The research paper, creative project, and the reflection essay are evaluated by the faculty member who serves as the coordinator. The video (or in-person) presentation component is viewed by a committee comprised of at least three faculty members. The final component to complete the Senior Defense is 40 hours of community service. Students submit the documentation of their community service hours to the CIS counselor.

The Senior Defense will require mandatory meetings each month with the student and the coordinator/mentor teacher.

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)
5574	CSI

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, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

Continue to improve Wilson campus to provide a quality education experience for all students in CIS Academy, to provide social-emotional and academic support, and to inform families about the various services available within the community.

With the addition of two more programs coming to Wilson campus, there will be a learning curve about how we will co-exist.

Identified Need

Students enrolled in CIS; provide opportunities for students to engage in CTE cross-programs (CTE at Rose City High School)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased student engagement for academics and opportunities for career exploration cross-program (with CTE teachers at Rose City HS)	To provide a quality education experience for all students in CIS Academy	Improved participation in a wider variety of CTE courses and certification.
Increased technology support services to respond to student and teacher tech needs on campus.	Number of students enrolled in and complete CTE courses.	Improved participation in a wider variety of CTE courses and certification.

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

The addition of a Community Liaison to support the activities and the progress of each student and their parents. This staff member is instrumental in her ability to immediately respond when the need to engage parents and students in the learning process arises. In addition, all members of the administration, faculty and staff readily support the requirements and activities that contribute to the success of CIS on a daily 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)

All Students

Strategy/Activity

All students will be exposed to both career and academic opportunities by May 30, 2025, by highly qualified teachers using standards-based curriculum and "best practices" instructional strategies.

The CIS counselor is available to assist students to set short- and long-term goals, improve attendance, reduce and resolve conflicts, and to navigate and monitor academic progress. The counselor will conduct individual in-take interviews with all new students and their parents/guardians to introduce our school and to assign each student their mentor teacher.

100% of students will be supervised by well-trained and qualified teachers each day and supported by trained support staff.

Teachers will work with community, business and academic partners to deliver coordinated academic and professional skills.

Teachers apply goal-setting and decision-making skills into the curriculum for future education and career planning.

Additional hourly compensation will be available for academic counseling to support student success (College Access Plan (CAP) and SEL).

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)

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 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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)

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	$22110
Total Federal Funds Provided to the School from the LEA for CSI	$84267
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$106377
Other State/Local Funds provided to the school	$35280

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation ($)

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 Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $141,657

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
CSI	84267	0.00
LCFF Supplemental and Concentration (S/C)	35280	0.00
Title I Part A: Parent Involvement	784	0.00
Title I Part A: Allocation	21326	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	84,267.00
LCFF Supplemental and Concentration (S/C)	35,280.00
Title I Part A: Allocation	21,326.00
Title I Part A: Parent Involvement	784.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/24.

Attested:

Principal, Lawrence Torres on 5/28/24

SSC Chairperson, Phil Quarnata on 5/29/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

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 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
d. Supplemental to schools with the CDE identified Low Performing Students;
e. Families in transition/Homeless and support staff;
f. Parent and Community Engagement;
g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: CIS Academy

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	179	$39,004.10