

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
Eliot Arts Magnet	19-64881-6058465	April 23, 2025	

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
- Additional Targeted Support and Improvement
- Hispanic Students and Students with Disabilities

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

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

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 following stakeholders were involved in the planning process for the annual review and update of this SPSA:
1. School Site Council (SSC): Our SSC meets regularly, at least once a month. The meeting agendas always include reports from all school site parent groups, including PTA, ELAC,with budget updates from the Principal.
 2. Eliot Faculty: The faculty meets on each A Monday. There is always an agenda that centers around academic achievement, rigorous arts instruction, as well as social emotional learning with a focus on restorative practices. There is time for the staff to share and ask questions.

3. PTA: Our PTA meets monthly on the second Tuesday at 6:00 pm. There is always an agenda with planned discussions around school initiatives taken on by the PTA. Principal is present and has a 15 minute presentation at each meeting.
4. Principal and Assistant Principals work within the community. The ILT meets bi-weekly. The ILT consists of the Principal, AP, Instructional Coaches and Rtl Coach.

Resource Inequities

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

Over 25% of students displaced by the Eaton Fires are facing housing instability, which has disrupted their access to consistent education, meals, and emotional support. This has created inequities in attendance, engagement, and academic performance.

School Vision and Mission

Mission:

We will create a distinguished K-8 arts magnet, and dual language school exemplifying excellence in rigorous education.

Vision:

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

School Profile

Eliot Arts Magnet is a premier Arts and French school with a rigorous integrated curriculum melded with 21st century learning outcomes of Creativity/Innovation, Collaboration, Communication, Critical Thinking and Cultural Competency Skills.

The surrounding Altadena community is extremely supportive of the success of Eliot and our MSAP Award. The community possesses a host of artists, musicians, and environmentalists. An MSAP grant was awarded in 2022 and provided support to continue to build an arts based curriculum and a French Dual Immersion Program.

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	%	0.24%	0.25%	0	1	1
African American	17.73%	21.51%	22.03%	86	91	87
Asian	1.03%	2.13%	1.77%	5	9	7
Filipino	1.03%	1.42%	2.28%	5	6	9
Hispanic/Latino	63.71%	56.74%	55.95%	309	240	221
Pacific Islander	0.41%	0%	0.25%	2	0	1
White	12.78%	13.71%	11.65%	62	58	46
Multiple/No Response	2.47%	3.31%	3.80%	12	14	15
Total Enrollment				485	423	395

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	181	114	115
Grade 7	153	169	118
Grade 8	151	140	162
Total Enrollment	485	423	395

Conclusions based on this data:

1. The overall student body continues to experience overall declining enrollment.
2. Hispanic students and students with disabilities need targeted assistance to improve academic performance
3. Resources are needed for parent and community outreach to advertise the various programs available on campus

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	88	46	39	14.5%	18.1%	9.9%
Fluent English Proficient (FEP)	100	108	89	25.5%	20.6%	22.5%
Reclassified Fluent English Proficient (RFEP)				8.0%		

Conclusions based on this data:

1. The number of English Language Learners decreased by 9% from 2023 to 2024.
2. Use of resource teacher to support reclassification of students should be continued.
3. Focus on support of recently reclassified English language learners is needed.

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 6	165	113	105	161	112	104	161	112	104	97.6	99.1	99
Grade 7	138	161	116	137	161	116	137	161	116	99.3	100.0	100
Grade 8	139	130	155	136	130	154	136	130	154	97.8	100.0	99.4
All Grades	442	404	376	434	403	374	434	403	374	98.2	99.8	99.5

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 6	2466.	2427.	2458.	5.59	3.57	4.81	21.74	9.82	14.42	27.33	20.54	28.85	45.34	66.07	51.92
Grade 7	2493.	2488.	2461.	8.76	13.04	2.59	18.98	13.66	15.52	24.09	24.22	24.14	48.18	49.07	57.76
Grade 8	2491.	2524.	2493.	5.15	13.85	7.14	21.32	19.23	21.43	26.47	31.54	21.43	47.06	35.38	50.00
All Grades	N/A	N/A	N/A	6.45	10.67	5.08	20.74	14.39	17.65	26.04	25.56	24.33	46.77	49.38	52.94

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 6	9.32	8.04	7.69	49.69	33.04	49.04	40.99	58.93	43.27
Grade 7	12.41	11.18	6.90	59.85	55.90	48.28	27.74	32.92	44.83
Grade 8	11.76	15.38	10.39	41.18	49.23	42.21	47.06	35.38	47.40
All Grades	11.06	11.66	8.56	50.23	47.39	45.99	38.71	40.94	45.45

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 6	4.97	0.89	5.77	41.61	31.25	41.35	53.42	67.86	52.88
Grade 7	10.22	11.80	7.76	48.18	36.65	37.93	41.61	51.55	54.31
Grade 8	6.67	10.77	6.49	48.89	51.54	43.51	44.44	37.69	50.00
All Grades	7.16	8.44	6.68	45.96	39.95	41.18	46.88	51.61	52.14

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 6	10.56	6.25	7.69	66.46	66.07	70.19	22.98	27.68	22.12
Grade 7	8.76	9.94	8.62	70.07	67.08	67.24	21.17	22.98	24.14
Grade 8	6.62	16.15	5.19	70.59	67.69	65.58	22.79	16.15	29.22
All Grades	8.76	10.92	6.95	68.89	67.00	67.38	22.35	22.08	25.67

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 6	7.45	6.25	2.88	62.73	58.93	65.38	29.81	34.82	31.73
Grade 7	8.76	8.70	3.45	59.85	60.87	58.62	31.39	30.43	37.93
Grade 8	8.09	13.08	9.74	65.44	62.31	62.34	26.47	24.62	27.92
All Grades	8.06	9.43	5.88	62.67	60.79	62.03	29.26	29.78	32.09

Conclusions based on this data:

1. Strategies for reading literature and informational text are needed in all content areas, in all grade levels.
2. Strategies to improve clear and purposeful writing are needed in all content areas, in all grade levels.
3. Librarian will provide lessons and resources for research and inquiry at all grade levels.

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 6	165	113	105	161	113	104	161	113	104	97.6	100.0	99
Grade 7	138	161	116	136	161	116	136	161	116	98.6	100.0	100
Grade 8	139	130	155	134	130	154	134	130	154	96.4	100.0	99.4
All Grades	442	404	376	431	404	374	431	404	374	97.5	100.0	99.5

* 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 6	2423.	2398.	2416.	2.48	2.65	5.77	9.32	4.42	4.81	21.74	20.35	20.19	66.46	72.57	69.23
Grade 7	2451.	2433.	2427.	3.68	1.86	4.31	12.50	12.42	4.31	20.59	13.66	18.97	63.24	72.05	72.41
Grade 8	2429.	2473.	2455.	3.73	6.92	5.19	5.22	12.31	7.79	17.16	16.15	20.78	73.88	64.62	66.23
All Grades	N/A	N/A	N/A	3.25	3.71	5.08	9.05	10.15	5.88	19.95	16.34	20.05	67.75	69.80	68.98

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 6	2.48	1.77	3.85	44.72	25.66	34.62	52.80	72.57	61.54
Grade 7	7.35	1.24	4.31	39.71	44.10	31.03	52.94	54.66	64.66
Grade 8	3.73	7.69	5.19	42.54	37.69	46.10	53.73	54.62	48.70
All Grades	4.41	3.47	4.55	42.46	36.88	38.24	53.13	59.65	57.22

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 6	3.73	4.42	3.85	51.55	39.82	46.15	44.72	55.75	50.00
Grade 7	3.68	2.48	5.17	60.29	55.90	54.31	36.03	41.61	40.52
Grade 8	2.24	7.69	5.19	46.27	63.08	59.74	51.49	29.23	35.06
All Grades	3.25	4.70	4.81	52.67	53.71	54.28	44.08	41.58	40.91

Conclusions based on this data:

1. Strategies are needed for student in all grade levels to improve mathematical reasoning, problem solving , modeling and data analysis to make mathematical conclusions.
2. Resource teacher to support teachers maximizing instructional time and implementing standards based curriculum.
3. Students need consistent practice applying mathematical concepts and procedures.

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
6	1527.3	*	*	1541.8	*	*	1512.2	*	*	33	9	6
7	1544.0	1542.0	*	1561.5	1534.4	*	1526.2	1548.9	*	24	17	7
8	1551.1	*	1532.0	1553.2	*	1528.8	1548.6	*	1534.6	15	8	11
All Grades										72	34	24

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
6	18.18	*	*	42.42	*	*	24.24	*	*	15.15	*	*	33	*	*
7	25.00	17.65	*	33.33	58.82	*	29.17	11.76	*	12.50	11.76	*	24	17	*
8	20.00	*	36.36	40.00	*	27.27	40.00	*	9.09	0.00	*	27.27	15	*	11
All Grades	20.83	23.53	25.00	38.89	47.06	33.33	29.17	20.59	25.00	11.11	8.82	16.67	72	34	24

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
6	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	33	*	*
7	45.83	29.41	*	29.17	52.94	*	25.00	5.88	*	0.00	11.76	*	24	17	*
8	46.67	*	36.36	33.33	*	27.27	20.00	*	9.09	0.00	*	27.27	15	*	11
All Grades	45.83	41.18	33.33	33.33	44.12	41.67	16.67	5.88	8.33	4.17	8.82	16.67	72	34	24

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
6	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	33	*	*
7	0.00	11.76	*	25.00	35.29	*	54.17	35.29	*	20.83	17.65	*	24	17	*
8	13.33	*	9.09	13.33	*	36.36	60.00	*	18.18	13.33	*	36.36	15	*	11
All Grades	2.78	8.82	8.33	19.44	41.18	25.00	55.56	32.35	37.50	22.22	17.65	29.17	72	34	24

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
6	6.06	*	*	78.79	*	*	15.15	*	*	33	*	*
7	4.17	5.88	*	58.33	76.47	*	37.50	17.65	*	24	17	*
8	6.67	*	9.09	60.00	*	63.64	33.33	*	27.27	15	*	11
All Grades	5.56	8.82	8.33	68.06	76.47	62.50	26.39	14.71	29.17	72	34	24

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
6	84.85	*	*	6.06	*	*	9.09	*	*	33	*	*
7	79.17	76.47	*	20.83	17.65	*	0.00	5.88	*	24	17	*
8	66.67	*	63.64	33.33	*	9.09	0.00	*	27.27	15	*	11
All Grades	79.17	76.47	62.50	16.67	17.65	20.83	4.17	5.88	16.67	72	34	24

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
6	3.03	*	*	30.30	*	*	66.67	*	*	33	*	*
7	0.00	17.65	*	54.17	52.94	*	45.83	29.41	*	24	17	*
8	13.33	*	27.27	26.67	*	18.18	60.00	*	54.55	15	*	11
All Grades	4.17	11.76	20.83	37.50	55.88	16.67	58.33	32.35	62.50	72	34	24

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
6	9.09	*	*	69.70	*	*	21.21	*	*	33	*	*
7	0.00	23.53	*	91.67	64.71	*	8.33	11.76	*	24	17	*
8	0.00	*	18.18	100.00	*	54.55	0.00	*	27.27	15	*	11
All Grades	4.17	23.53	12.50	83.33	67.65	66.67	12.50	8.82	20.83	72	34	24

Conclusions based on this data:

1. Use of resource teacher to support reclassification of students should be continued.
2. Inclusion of EL students in Arts based of electives that focus on reading speaking and listening skills should be continued.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
395	81%	9.9%	1%
Total Number of Students enrolled in Eliot Arts Magnet.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	9.9%
Foster Youth	4	1%
Homeless	12	3%
Socioeconomically Disadvantaged	320	81%
Students with Disabilities	87	22%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	87	22%
American Indian	1	0.3%
Asian	7	1.8%
Filipino	9	2.3%
Hispanic	221	55.9%
Two or More Races	15	3.8%
Pacific Islander	1	0.3%
White	46	11.6%

Conclusions based on this data:

- 85% of Eliot students are identified as Socioeconomically Disadvantaged. This creates a specific area that teachers should be mindful of within their classrooms. Ongoing professional development on the emotional impacts

and behavioral ramifications of being in a home that is Socioeconomically Disadvantaged, and Trauma informed Classroom practices should continue, with in classroom support being given as well.

2. The second largest subgroup of students at Eliot is Students with Disabilities. With 21% of students identified in this subgroup, Inclusion practices and IEP/504 Compliance practices should also be included in professional development for all subjects.
3. The two largest ethnic groups at Eliot are Hispanic students, representing 56% of the school population, and African Americans, representing 21.% of the school population. However, these two ethnic groups still lag behind White students in achievement scores. As a result, focusing on closing the achievement gap for our Hispanic and African American students should be an emphasis in the classroom.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Red		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Significant support is needed to improve academic performance in math where 86% of students have not met the standards.
- Significant support is needed to improve academic performance in English/Language Arts where 75% of students have not met the standards.

3. School staff must identify engagement strategies to improve attendance, particularly amongst Hispanic students and students with disabilities.

School and Student Performance Data

Academic Performance English Language Arts

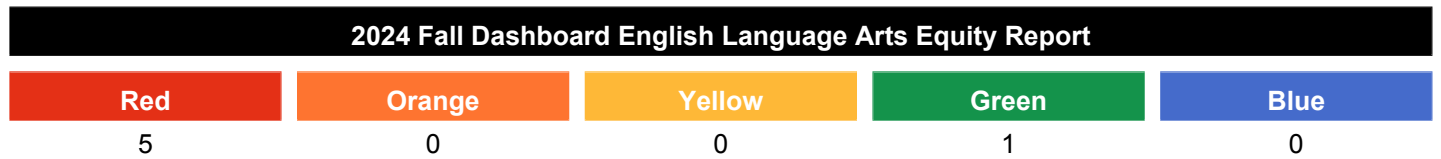
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 74.7 points below standard Declined 12.3 points 363 Students	English Learners  Red 120.0 points below standard Declined 6.1 points 69 Students	Long-Term English Learners  No Performance Color 143.0 points below standard Declined 14.8 points 18 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color 51.5 points below standard Maintained 1.6 points 13 Students	Socioeconomically Disadvantaged  Red 85.3 points below standard Declined 13.6 points 302 Students

Students with Disabilities  Red 126.3 points below standard Maintained 0.6 points 73 Students	African American  Red 113.7 points below standard Declined 8.0 points 82 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Red 87.5 points below standard Declined 12.4 points 201 Students
Two or More Races  No Performance Color 1.1 points above standard Increased 11.3 points 12 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 23.6 points above standard Declined 12.4 points 43 Students

Conclusions based on this data:

1. Overall student performance in English language arts is significantly below standard.
2. Inclusion practices and IEP/504 Compliance practices should also be included in professional development for all subjects and particularly for English Language Arts.
3. Although academic performance for English language learners improved, support and monitoring of reclassified students is needed.

School and Student Performance Data

Academic Performance Mathematics

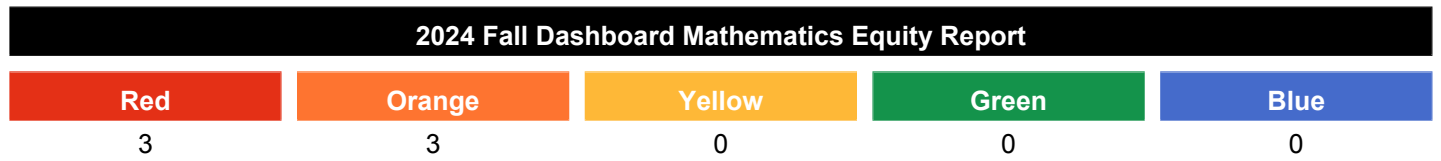
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 128.9 points below standard Declined 3.5 points 364 Students	English Learners  Orange 163.6 points below standard Increased 6.5 points 70 Students	Long-Term English Learners  No Performance Color 204.2 points below standard Declined 20.7 points 18 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color 122.1 points below standard Increased 11.8 points 13 Students	Socioeconomically Disadvantaged  Red 138.0 points below standard Declined 3.5 points 303 Students

Students with Disabilities  Orange 173.4 points below standard Increased 3.4 points 72 Students	African American  Red 175.8 points below standard Declined 10.6 points 82 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Red 141.3 points below standard Maintained 1.6 points 202 Students
Two or More Races  No Performance Color 39.6 points below standard Increased 56.7 points 12 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 39.9 points below standard Declined 5.8 points 43 Students

Conclusions based on this data:

1. Overall, there have been gains by all student groups in the area of math with the exception of students with disabilities.
2. Inclusion practices and IEP/504 Compliance practices should also be included in professional development for all subjects and particularly for Mathematics.
3. Continue reflecting on instructional practices and providing feedback with support from resource teacher

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 45% making progress. Number Students: 20 Students	 No Performance Color 53.8% making progress. Number Students: 13 Students

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.

2024 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
15%	40%	0%	45%

Conclusions based on this data:

- The number of English Language Learners decreased by 8% from 2022 to 2023.
- Use of resource teacher to support reclassification of students should be continued.
- Inclusion of EL students in Arts based of electives that focus on reading speaking and listening skills should be continued.

School and Student Performance Data

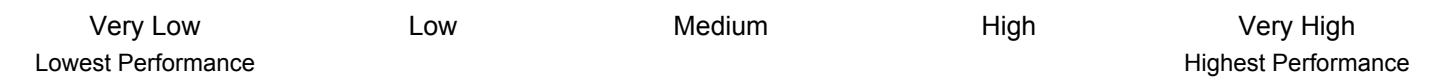
Academic Performance College/Career Report

The 2024 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.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 32.8% Chronically Absent Maintained 0.1 421 Students	English Learners  Orange 34.1% Chronically Absent Declined 3.1 44 Students	Long-Term English Learners  No Performance Color 38.1% Chronically Absent Declined 3.6 21 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color 46.7% Chronically Absent Increased 8.2 15 Students	Socioeconomically Disadvantaged  Red 34.4% Chronically Absent Increased 1.4 343 Students

Students with Disabilities  Orange 38.5% Chronically Absent Declined 12.4 96 Students	African American  Red 33.7% Chronically Absent Increased 3.6 95 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 33.8% Chronically Absent Declined 3.9 234 Students
Two or More Races  No Performance Color 26.9% Chronically Absent Declined 4.7 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Red 27.7% Chronically Absent Increased 7.3 47 Students

Conclusions based on this data:

1. Targeted support is needed for Hispanic students and students with disabilities who continue to increase the number of students who are chronically absent.
2. School staff must identify engagement strategies to improve attendance, particularly amongst Hispanic students and students with disabilities.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

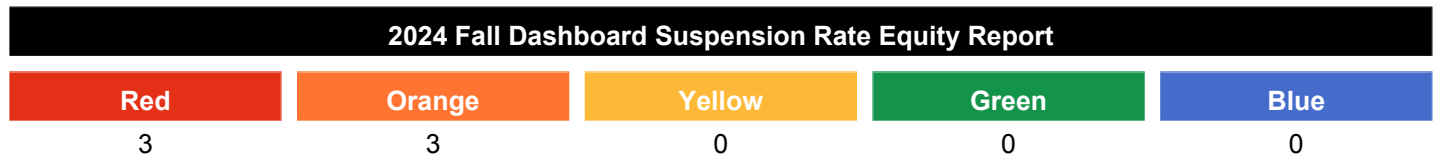
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 13.9% suspended at least one day Increased 4.8% 432 Students	English Learners  Orange 15.2% suspended at least one day Declined 1.2% 46 Students	Long-Term English Learners  No Performance Color 17.4% suspended at least one day Increased 0.7% 23 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  No Performance Color 20% suspended at least one day Increased 20% 15 Students	Socioeconomically Disadvantaged  Red 14.4% suspended at least one day Increased 4.4% 353 Students

Students with Disabilities  Red 22.2% suspended at least one day Increased 11.8% 99 Students	African American  Red 26.8% suspended at least one day Increased 12% 97 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Orange 11.2% suspended at least one day Increased 1.2% 241 Students
Two or More Races  No Performance Color 11.5% suspended at least one day Increased 11.5% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 8.2% suspended at least one day Increased 8.2% 49 Students

Conclusions based on this data:

1. There were significant declines in the numbers of students suspended at least once amongst all student groups.
2. Continue professional development on Trauma informed and restorative classroom practices should continue, with in classroom support being given as well.

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

Goal 1(Broad) : 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 that meets their needs and will show academic achievement.

Goal 1

By the end of the academic year, increase the percentage of students meeting or exceeding standards in English Language Arts (ELA) across all student groups by 10%, as measured by the state standardized assessment (CAASPP) and iReady Diagnostic testing. Special focus will be placed on closing achievement gaps for English Learners, students with disabilities, socioeconomically disadvantaged students, and other underperforming subgroups.

Identified Need

Data-Driven Instruction:
Use formative and summative assessment data to identify learning gaps and tailor instruction accordingly for all student groups.

Targeted Intervention:
Provide tiered intervention programs during and after school for students not meeting grade-level standards, with a focus on English Learners and students with IEPs.

Professional Development:
Offer ongoing training for teachers in differentiated instruction, culturally responsive teaching practices, and effective strategies for teaching reading and writing.

Family Engagement:
Engage families through workshops, literacy nights, and regular communication on student progress to support learning at home.

ELA Curriculum and Resources:
Ensure access to high-quality, standards-aligned ELA instructional materials and supplemental resources that reflect diverse cultures and languages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Declined 12.3% to 74.7	Improve 10% to 64.7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	30% at or above grade level	40% at or above grade level

Annual Review

SPSA Year Reviewed: 2024-25

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.

A focus on data driven instruction supported by professional development and high quality supplemental instructional materials

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

None at this time

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.

None at this time

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

Data-Driven Instruction:
Use formative and summative assessment data to identify learning gaps and tailor instruction accordingly for all student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Professional Development:

On implementation of structured interactions, reading, writing and note taking strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional materials to support common literacy, numeracy, and note taking strategies (General Fund \$4800)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Primarily designed for students not meeting grade-level standards, with a focus on English Learners and students with IEPs.

Strategy/Activity

Reading intervention supports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will participate in at least one coaching cycle with their instructional coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Teachers will participate in at least one collegial walkthrough per semester and debrief with instructional coach afterwards.

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)
8406	Title I Part A: Allocation
1561	LCFF Supplemental and Concentration (S/C)

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 & 7

Goal 1(Broad) : 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 that meets their needs and will show academic achievement.

Goal 7: By 2027, PUSD will accomplish the following:

English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.

Reclassify English Learners (EL) at a rate of 30% or higher,

Reduce the number of long-term English Learners (LTEL) to less than 8.5%,

Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 2

By the end of the academic year, increase the percentage of students meeting or exceeding grade-level standards in Mathematics by 10% across all student groups, as measured by the state standardized assessment (e.g., CAASPP). Particular emphasis will be placed on supporting English Learners, students with disabilities, and socioeconomically disadvantaged students to close achievement gaps.

Identified Need

Standards-Aligned Instruction:
Ensure consistent implementation of rigorous, grade-level math instruction across all classrooms using high-quality, standards-aligned curriculum.

Data Analysis & Small Group Instruction:
Use frequent formative assessments to analyze student progress and provide differentiated small group instruction based on skill level.

Math Intervention Programs:
Implement targeted intervention and acceleration programs before, during, and after school to support students performing below grade level.

Professional Development:
Provide ongoing training for teachers on math instructional strategies, including conceptual understanding, math discourse, and strategies for scaffolding instruction for diverse learners.

Math Engagement & Enrichment:
Increase student engagement in math through real-world problem-solving, math games, family math nights, and enrichment activities for all levels of learners.

Equity & Access:
Monitor progress by student group and ensure equitable access to resources, technology, and support services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	- 128.9 Declined% by 3.5%	Increase performance by 10% to -118.9% below standard
iReady	18% of students at or above grade level	Increase by 10 % to 28% of students at or above grade level

Annual Review

SPSA Year Reviewed: 2024-25

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.

None at this time

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.

None at this time

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

Data Analysis & Small Group Instruction:

Use frequent formative assessments to analyze student progress and provide differentiated small group instruction based on skill level. (Superintendent Zone)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development:

Provide ongoing training for teachers on math instructional strategies, including conceptual understanding, math discourse, and strategies for scaffolding instruction for diverse learners. (\$3000 General Fund)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monitor progress by student group and ensure equitable access to resources, technology, and support services. (Superintendent Zone)

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 # 3

Students will be in school every day in an physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allows students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

The number of unexcused tardies for all students will decrease by 25% by April, 2025
The number of unexcused absences for all students will decrease by 25% by April, 2025

Identified Need

32.7% of all students are chronically absent
51% of students with disabilities are chronically absent
62.5 % of Foster students are chronically absent
37.6 % of Hispanic Students are chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	51	Stretch goals of - 56.9 or more students (to reach yellow) to end at or 48 lower by the end of the school year.

Annual Review

SPSA Year Reviewed: 2024-25

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.

Continued focus on increasing engagement strategies to reduce chronic absenteeism

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

None at this time

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.

None at this time

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

Project Aide to support students with PBIS and Restorative Practices

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)
31547	LCFF Supplemental and Concentration (S/C)

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

Bilingual Aide to support English learners and other students who need additional support

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)
13581	LCFF Supplemental and Concentration (S/C)
13628	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development for teachers on strategies to increase student engagement. Materials including supplies and other resources for staff at professional developments

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)

4000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Additional MTSS Coach to support with social emotional learning, restorative practices and peer mediations (Superintendent's Zone)

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 # 5

Goal 5: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 4

By June 2026, increase parent engagement by 30% as measured by growth in PTSA membership and active Parent Portal usage, through consistent communication, targeted outreach, and accessible support.

Identified Need

We have struggled to increase membership and regular participation in PTSA and to get parents to complete data confirmation and to manage students grades and attendance through Parent Portal. Additionally ELAC (English Language Advisory Council) and African American Parent Council meetings need to be re-established.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTSA Membership	Current membership: 98	Increase membership to 150
Parent Portal Accounts	Percentage parents who currently have accounts: 78.7%	Increase percentage of parents with accounts to 95%
ELAC	No Meetings held 2024-2025	Hold Bimonthly meetings
African American Council	Two planning meetings held	Hold Bimonthly meetings

Annual Review

SPSA Year Reviewed: 2024-25

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.

None at this time

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.

None at this time

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

Use multiple platforms (texts, calls, flyers, social media, school app) in families' home languages. (\$12,753 General Fund)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide childcare, transportation support, and resources at all events.

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)

1854

Title I Part A: Parent Involvement

1720

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Schedule PTSA, ELAC, and African American Council meetings alongside or directly after student performances, open houses, or sports events to increase attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Host “Welcome and Info Nights” early in the year for each group, including PTSA, ELAC, and African American Council, childcare, and translation services.

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 # 5

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

Goal 5

All students will have opportunity to engage in increased Arts opportunities. Arts experiences in the general classrooms and increased choice and opportunity in elective classes will produce greater student buy in and stronger staff/student relationships; these will manifest in increased participation in school arts activities during the school day and after school.

Identified Need

Continued growth of the Arts Conservatory model in which students are guided through rigorous instruction in one of four art areas: art, dance, theatre and music

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2024-25

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.

As an Arts Magnet school students have access to a variety of arts electives before and after school

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

None at this time

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.

None at this time

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)

Identify and implement arts electives that increase student engagement in school and increase participation in activities during and after the school day

Strategy/Activity

Music teacher to increase arts offering during and after school (\$12,298 General Fund)

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)
6371	LCFF Supplemental and Concentration (S/C)
39858	Title I Part A: Allocation

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	\$65466
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65466
Other State/Local Funds provided to the school	\$57060

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: \$122,526

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	57060	0.00
Title I Part A: Parent Involvement	1854	0.00
Title I Part A: Allocation	63612	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	57,060.00
Title I Part A: Allocation	63,612.00
Title I Part A: Parent Involvement	1,854.00

School Site Council Membership

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

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

Name of Members	Role
Lanisha Mckenzie	Principal
Dr. Erica Peters	Other School Staff
Shane Horan	Classroom Teacher
Elizabeth Aguilar	Classroom Teacher
Jolie Simmons	Secondary Student
Sarah Bell	Parent or Community Member
Wendy Silva	Parent or Community Member
Jason Stohler	Parent or Community Member
Derrick Bangle	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Lanisha Mckenzie on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceusesinvestment.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/guidanceusesinvestment.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 the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS 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;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

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 2025-26 is as below:

School: Eliot Middle

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	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	303	\$108,218.59



Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Eliot Arts Magnet	Principal:	Lanisha Mckenzie
School Number:	70	Counselor:	Jodi Simmons
Date Completed:	June 12, 2025	Principal Signature:	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2023-2024 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2024-2025 Chronic Absentee Goal
27.1%	26.5%	17%

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Attendance review team will review school wide attendance and contact families of students with more than three absences or truanacies	Monthly	Reduction of students with more than three absences or truanacies



Pasadena Unified School District Student Wellness and Support Services

b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Team consists of: RTI Coach Counselor Community Advocate Attendance Clerk	Team meets Monthly to review data, identify strategies to address students who are chronically absent	Tracking of chronically truant students and the strategies used to improve their attendance to monitor effectiveness of each strategy
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GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Attendance counseling and tracking by community advocate with an attendance contract	Bi Weekly	Reduction of number of students on attendance contracts.
b. Outreach: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	SART Meetings, Parent Conferences, Home Visits	Quarterly	Sign in Sheets from attendance at events

GOAL 3: INTERVENTION & RE-ENGAGEMENT		
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly
		Measure of Success



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a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	TAP Cards, Home Visits,	As needed	Reduction of Chronically Absent and Truant Students
b. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?	Re Entry Meetings with Counselor, Case Management with Community Advocate	As needed, on going	Reduction of Chronically Absent and Truant Students and targeted support for students upon reentry

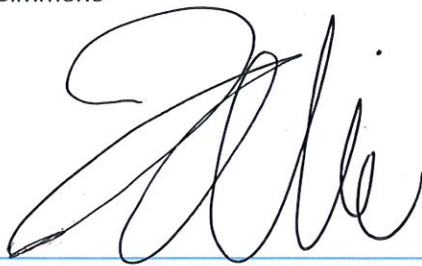
School Site Council Membership

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

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

Lanisha Mckenzie 	☒ Principal Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Dr. Erica Peters 	Principal ☐ Classroom Teacher ☒ Other School Staff ☐ Parent or Community Member Secondary Student
Shane Horan 	Principal ☒ Classroom Teacher ☐ Other School Staff Parent or Community Member Secondary Student
Elizabeth Aguilar 	Principal ☒ Classroom Teacher ☐ Other School Staff Parent or Community Member Secondary Student

Jolie Simmons



Principal

☐ Classroom Teacher

Other School Staff

☐ Parent or Community Member

☒ Secondary Student

Sarah Bell



Principal

☐ Classroom Teacher

Other School Staff

☒ Parent or Community Member

Secondary Student

Wendy Silva



Principal

☐ Classroom Teacher

Other School Staff

☒ Parent or Community Member

Secondary Student

Jason Stohler



Principal

Classroom Teacher

Other School Staff

☒ Parent or Community Member

Secondary Student

Derrick Bangle



Principal

☒ Classroom Teacher

☐ Other School Staff

☐ Parent or Community Member

☐ Secondary Student

Principal

☐ Classroom Teacher

Other School Staff

☐ Parent or Community Member

☐ Secondary Student