School Year: **2026-27**

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
Octavia E. Butler Magnet	19-64881-6021752	June 3, 2026	June 26, 2026

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

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.

Octavia E. Butler Magnet and its staff will be making changes to staffing and instructional programs to address the needs of our students as demonstrated by the data. We will utilize the resources provided to add appropriate and effective programming that will engage our entire school community in a combined effort to increase student achievement and school culture.

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

In order to create the site's School Plan for Student Achievement (SPSA), input was gathered at various stakeholder meetings, including English Learner Advisory Committee (ELAC), School Site Council (SSC), and Staff Development meetings. Suggestions for additions to the plan were gathered after student data was presented and analyzed. Members of the ELAC committee were asked to begin thinking about goals for the SPSA in February of 2026. At the April meeting, members discussed how recommendations for the 2025-2026 school year had been implemented.The recommendations from ELAC was presented at the SSC meetings in both April and May as we prepared for the 2025-2026 School Plan for Student Achievement (SPSA). Suggestions and recommendations from stakeholders were also collected from stakeholders,

including students, parents, teachers, out-of-classroom staff members, and community members. The SPSA will be approved at our last SSC meeting in June.

Resource Inequities

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

Octavia E. Butler Magnet is designated as a Superintendent's Zone school, a Community School, and is no longer designated as a ATSI school designation. The exiting of ATSI shows that OEB is moving in a right direction by supporting the subgroups of these students. This provides resources to the school so that we can address the specific needs of our students for increased student achievement and the implementation of our diverse programming.

Through the second to last year of our Community Schools grant we were able to create new community partnerships to support our ongoing need of parent involvement. We provided workshops that were more well attended than in previous years and we will continue to offer them this year. We will continue holding our ELAC and other parent meetings in person instead of virtually to help families connect with our school.

School Vision and Mission

Vision
Octavia E. Butler Magnet envisions a community of academically engaged, innovative, and globally minded scholars who embrace diversity, think critically, and use their voices and talents to positively impact their communities and the world.

Mission
Our mission is to provide an engaging, inclusive, and collaborative learning environment grounded in high-quality, rigorous instruction. Through integrated STEAM learning, bilingualism and biliteracy, AVID, and meaningful community partnerships, we prepare all students for success in high school, college, career, and life. We foster curiosity, creativity, leadership, and a strong sense of belonging so that every student can thrive academically, socially, and emotionally.

School Profile

Octavia E. Butler Magnet (OEB Magnet) engages approximately 510 students in grades 6 through 8 by providing a rigorous, integrated, project based learning environment. OEB Magnet offers an interdisciplinary curriculum that infuses Science, Technology, Engineering, Art and Mathematics to enable students to understand complex problems, develop potential solutions, and prepare the next generation of innovators. At OEB Magnet, students acquire skills in communication, collaboration, critical thinking, and creativity, while developing a passion for discovery, invention, and design.

Octavia E. Butler Magnet recently completed a renaming process. Washington Middle School (the school's previous name) began its transformation into Washington STEAM Magnet Academy in 2012, a process that was greatly accelerated in 2014 with a three-year grant from the federal Department of Education Magnet Schools Assistance Program. The Magnet School of Merit Awards is given to magnet schools that demonstrate an exemplary commitment to academic standards, curriculum innovation, desegregation/diversity efforts, specialized teaching staffs and parent and community involvement. The school adopted the Project Lead The Way - Gateway to Technology curriculum, designed to challenge and engage the natural curiosity and imagination of middle school students. During the first two years of the grant, teachers in all subjects received extensive training from UCLA Center X staff and PUSD STEAM coaches and each student took a separate engineering class as an elective. To facilitate this multi-disciplinary learning environment, the
school was equipped with wireless internet access campus-wide, a cart of 40 iPads, Chromebooks for all students, new laboratories, and other technology, including digital learning platforms (Canvas, Hapara, Nearpod, etc.). Since then, the

district has provided every student with a personal device and our teachers with an interactive white board that they will use to promote rigor and relevance to lessons.

In 2017, OEB Magnet was awarded a second Magnet School Assistance Program grant that added Spanish DualLanguage Immersion Programming, the AVID program, and a Social-Emotional Learning emphasis. Since then, OEB Magnet has experienced an increase in enrollment, increased diversity in the school's student population, and more engaging program offerings to attract students from all over the district to our school. OEB continues to support a STEAM integrated environment through elective classes, student clubs, and Project Based Learning units. In 2018, OEB Magnet was designated as a Nationally Certified STEM school by the National Institute for STEM Education (NISE). OEB Magnet was the the first school in California and the fifth in the nation to acquire this designation.

Washington STEAM Multilingual Academy ended Year 5 of the federal Magnet Schools Assistance Program (MSAP) Grant on September 30, 2023. In April of 2024 Octavia E. Butler Magnet was named as a Nationally Certified-Demonstration School by Magnet Schools of America (MSA), one of only 33 schools in the nation and the only school in California this year. Pasadena Unified is home to two of California's three Demonstration Schools as OEB Magnet joins 2021 awardee, Altadena Arts Magnet. To become a certified demonstration school, schools are assessed on the Magnet School Standards of Excellence and the five pillars of magnet schools. Certification applicants submit detailed examples of their work to promote diversity, remove barriers to student success and implement an innovative curriculum, as well as encourage parent and community partnerships in their schools. Octavia E. Butler Magnet also received the Merit School of Excellence Award.

OEB Magnet has 16 highly qualified teachers who serve as classroom teachers, instructional coaches, a librarian, MSAP Coordinators, and site leaders. We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC). We have a dynamic Parent Teacher Student Association (PTSA) and community partners such as CAP, PEF, JPL, Armory Center for the Arts, and Pacific Oaks College.

In 2025-2026, 87% of OEB Magnet students qualified for free or reduced price lunch. Student ethnicity in 2024-2025: 79% Hispanic or Latino, 9% Black or African American, 9% White, and 3% Asian, Filipino, Pacific Islander. Approximately 16% of students are English Learners. With guidelines indicating that reclassified English Learners will need to be monitored for four years instead of two, that puts our English Learner percentage nearly 40%. Octavia E. Butler Magnet was in Year 5 of the federal Magnet Schools Assistance Program (MSAP) Grant that ended September 30, 2023.

OEB Magnet has 16 highly qualified teachers who serve as classroom teachers, instructional coaches, a librarian, MSAP Coordinators, and site leaders. We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC). We have a dynamic Parent Teacher Student Association (PTSA) and community partners such as CAP, PEF, JPL, Armory Center for the Arts, and Pacific Oaks College. Next Year we will be gaining an additional 2 teachers to accomodate the growing number of students entering the school.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Octavia E. Butler Magnet. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.4%	0.20%		2	1
African American	8.86%	9.4%	8.73%	46	45	48
Asian	0.19%	0.83%	1.19%	1	4	6
Filipino	1.35%	1.87%	1.59%	7	9	8
Hispanic/Latino	78.61%	73%	72.42%	408	352	369
White	9.06%	9.8%	12.30%	47	48	62
Multiple/No Response	1.35%	4.4%	3.37%	7	16	17
			Total Enrollment	519	481	511

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	160	156	194
Grade 7	188	142	166
Grade 8	171	183	144
Total Enrollment	519	481	504

Conclusions based on this data:

1. OEB Magnet is experiencing a steady increase in enrollment despite the district's declining enrollment trends.
2. OEB Magnet has its largest incoming population in its 6th grade class of 230 which implies that enrollment in 7th and 8th grades will increase over the years.
3. OEB Magnet has a slightly more diverse student population as indicated in the increase in the number of White and Filipino students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	84	85	95	25.1%	16.2%	18.8%
Fluent English Proficient (FEP)	181	137	123	31.2%	34.9%	24.4%

Conclusions based on this data:

1. Having to monitor reclassified students for four years instead of two almost doubles the amount of students who will need dedicated support.
2. The reclassification rates have not increased to desired levels. We would like to have to reach 20% reclassification rate or more a year and are hopeful with the ongoing support of dedicated staff.
3. The percentage of students designated as English Learners has shown steady improvement.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	190	159	157	186	158	157	186	158	157	97.9	99.4	100
Grade 7	176	189	141	173	189	141	173	188	141	98.3	100	100
Grade 8	146	169	187	141	167	185	140	167	185	96.6	98.8	98.9
All Grades	512	517	485	500	514	483	499	513	483	97.7	99.4	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2464.	2459.	2497.	11.83	10.13	19.75	12.90	16.46	19.75	25.81	20.25	21.66	49.46	53.16	38.85
Grade 7	2478.	2484.	2512.	10.98	12.23	10.64	15.61	16.49	30.50	23.70	19.68	19.86	49.71	51.60	39.01
Grade 8	2510.	2480.	2499.	10.71	7.19	11.35	15.71	12.57	20.00	26.43	25.15	19.46	47.14	55.09	49.19
All Grades	N/A	N/A	N/A	11.22	9.94	13.87	14.63	15.20	22.98	25.25	21.64	20.29	48.90	53.22	42.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.90	6.96	22.29	38.71	40.51	40.13	48.39	52.53	37.58
Grade 7	10.40	13.83	14.89	47.40	47.34	57.45	42.20	38.83	27.66
Grade 8	10.00	8.38	15.14	48.57	42.51	41.62	41.43	49.10	43.24
All Grades	11.22	9.94	17.39	44.49	43.66	45.76	44.29	46.39	36.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.41	11.39	17.20	32.61	37.34	42.04	55.98	51.27	40.76
Grade 7	14.53	15.96	14.18	31.98	29.79	51.06	53.49	54.26	34.75
Grade 8	12.23	7.19	11.35	42.45	34.73	34.05	45.32	58.08	54.59
All Grades	12.73	11.70	14.08	35.15	33.72	41.61	52.12	54.58	44.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.53	5.70	10.83	70.43	66.46	61.15	22.04	27.85	28.03
Grade 7	8.67	9.04	12.06	67.05	68.62	68.79	24.28	22.34	19.15
Grade 8	9.29	10.18	7.57	72.86	58.08	67.03	17.86	31.74	25.41
All Grades	8.42	8.38	9.94	69.94	64.52	65.63	21.64	27.10	24.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.75	7.59	17.83	55.91	58.86	52.23	33.33	33.54	29.94
Grade 7	14.45	13.30	16.31	49.13	54.79	57.45	36.42	31.91	26.24
Grade 8	11.43	8.38	15.68	60.00	56.29	54.59	28.57	35.33	29.73
All Grades	12.22	9.94	16.56	54.71	56.53	54.66	33.07	33.53	28.78

Conclusions based on this data:

1. This data corresponds to the fact that approximately 75% of our students came to us two or more grade levels below grade level standard. We also have a high percentage of new teachers that are receiving training in effective instructional practices to support this student need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	190	159	158	187	159	156	187	159	156	98.4	100	98.7
Grade 7	176	189	141	173	189	140	173	189	140	98.3	100	99.3
Grade 8	146	169	187	141	167	182	140	167	182	96.6	98.8	97.3
All Grades	512	517	486	501	515	478	500	515	478	97.9	99.6	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2439.	2445.	2482.	9.09	7.55	19.87	10.16	8.81	10.26	18.72	25.79	21.15	62.03	57.86	48.72
Grade 7	2457.	2463.	2468.	11.56	12.17	6.43	5.78	7.41	12.14	19.65	18.52	23.57	63.01	61.90	57.86
Grade 8	2474.	2455.	2477.	8.57	5.39	10.99	5.71	7.78	7.69	21.43	19.16	14.29	64.29	67.66	67.03
Grade 11															
All Grades	N/A	N/A	N/A	9.80	8.54	12.55	7.40	7.96	9.83	19.80	20.97	19.25	63.00	62.52	58.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.02	6.29	16.03	26.20	30.19	30.77	65.78	63.52	53.21
Grade 7	12.72	11.11	7.14	22.54	23.81	36.43	64.74	65.08	56.43
Grade 8	5.00	4.79	5.49	32.86	37.13	29.12	62.14	58.08	65.38
Grade 11									
All Grades	8.80	7.57	9.41	26.80	30.10	31.80	64.40	62.33	58.79

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.56	7.55	14.74	35.29	41.51	37.18	56.15	50.94	48.08
Grade 7	11.56	8.99	5.00	32.37	42.33	49.29	56.07	48.68	45.71
Grade 8	8.57	4.19	11.54	41.43	37.13	45.05	50.00	58.68	43.41
All Grades	9.60	6.99	10.67	36.00	40.39	43.72	54.40	52.62	45.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.16	7.55	19.87	44.39	50.31	50.64	45.45	42.14	29.49
Grade 7	8.09	10.05	7.14	57.23	52.91	55.00	34.68	37.04	37.86
Grade 8	7.86	4.79	9.34	56.43	56.29	47.25	35.71	38.92	43.41
All Grades	8.80	7.57	12.13	52.20	53.20	50.63	39.00	39.22	37.24

Conclusions based on this data:

1. This data corresponds to the fact that approximately 75% of our students came to us two or more grade levels below grade level standard. We also have a high percentage of new teachers that are receiving training in effective instructional practices to support this student need.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1536.3	1514.9	1508.2	1545.6	1513.1	1516.1	1526.4	1516.1	1499.6	32	28	28
7	1530.8	1536.5	1550.2	1532.4	1544.5	1566.7	1528.6	1528.0	1533.0	25	29	24
8	1573.5	1519.0	1555.0	1577.9	1515.0	1573.8	1568.8	1522.3	1535.6	21	21	23
All Grades										78	78	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.88	7.14	14.29	46.88	46.43	35.71	25.00	35.71	32.14	6.25	10.71	17.86	32	28	28
7	16.00	17.24	37.50	48.00	41.38	29.17	20.00	34.48	25.00	16.00	6.90	8.33	25	29	24
8	33.33	9.52	26.09	52.38	33.33	34.78	14.29	33.33	26.09	0.00	23.81	13.04	21	21	23
All Grades	23.08	11.54	25.33	48.72	41.03	33.33	20.51	34.62	28.00	7.69	12.82	13.33	78	78	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	62.50	39.29	32.14	21.88	39.29	35.71	12.50	10.71	14.29	3.13	10.71	17.86	32	28	28
7	24.00	48.28	58.33	60.00	27.59	25.00	0.00	20.69	8.33	16.00	3.45	8.33	25	29	24
8	57.14	14.29	39.13	33.33	38.10	39.13	4.76	23.81	17.39	4.76	23.81	4.35	21	21	23
All Grades	48.72	35.90	42.67	37.18	34.62	33.33	6.41	17.95	13.33	7.69	11.54	10.67	78	78	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.25	0.00	3.57	21.88	14.29	14.29	43.75	60.71	21.43	28.13	25.00	60.71	32	28	28
7	12.00	3.45	0.00	12.00	24.14	41.67	52.00	31.03	37.50	24.00	41.38	20.83	25	29	24
8	19.05	4.76	4.35	33.33	14.29	34.78	47.62	38.10	26.09	0.00	42.86	34.78	21	21	23
All Grades	11.54	2.56	2.67	21.79	17.95	29.33	47.44	43.59	28.00	19.23	35.90	40.00	78	78	75

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.63	21.43	10.71	71.88	60.71	57.14	12.50	17.86	32.14	32	28	28
7	8.00	17.24	25.00	64.00	55.17	45.83	28.00	27.59	29.17	25	29	24
8	23.81	4.76	21.74	66.67	52.38	56.52	9.52	42.86	21.74	21	21	23
All Grades	15.38	15.38	18.67	67.95	56.41	53.33	16.67	28.21	28.00	78	78	75

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	78.13	57.14	67.86	15.63	32.14	21.43	6.25	10.71	10.71	32	28	28
7	76.00	68.97	83.33	12.00	27.59	8.33	12.00	3.45	8.33	25	29	24
8	90.48	61.90	91.30	9.52	14.29	4.35	0.00	23.81	4.35	21	21	23
All Grades	80.77	62.82	80.00	12.82	25.64	12.00	6.41	11.54	8.00	78	78	75

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.25	0.00	3.57	40.63	50.00	14.29	53.13	50.00	82.14	32	28	28
7	12.00	13.79	20.83	36.00	34.48	29.17	52.00	51.72	50.00	25	29	24
8	19.05	9.52	21.74	42.86	19.05	17.39	38.10	71.43	60.87	21	21	23
All Grades	11.54	7.69	14.67	39.74	35.90	20.00	48.72	56.41	65.33	78	78	75

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.88	7.14	0.00	68.75	85.71	82.14	9.38	7.14	17.86	32	28	28
7	8.00	10.34	4.17	72.00	82.76	83.33	20.00	6.90	12.50	25	29	24
8	9.52	9.52	4.35	90.48	71.43	86.96	0.00	19.05	8.70	21	21	23
All Grades	14.10	8.97	2.67	75.64	80.77	84.00	10.26	10.26	13.33	78	78	75

Conclusions based on this data:

1. There was positive movement in the Reading domain, but not enough to have a higher percentage in the well developed category. We have made growth in students attaining the ELPAC score to reclassify.
2. Speaking is an area of strength in our students who are designated as English Learners. Scores are beginning to show improvement in 25-26

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
481	**70.5%**	**17.7%**	**0.2%**
Total Number of Students enrolled in Octavia E. Butler 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	85	17.7%
Foster Youth	1	0.2%
Homeless	21	4.4%
Socioeconomically Disadvantaged	339	70.5%
Students with Disabilities	55	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	45	9.4%
American Indian	2	0.4%
Asian	4	0.8%
Filipino	9	1.9%
Hispanic	352	73.2%
Two or More Races	16	3.3%
Pacific Islander	0	0.0%
White	48	10%

Conclusions based on this data:

1. We remain a segregated school based on racial status, even though we have an increase in diversity in this area. This is why we received the second MSAP grant, to decrease racial and socioeconomic isolation. That has helped increase diversity over time in both areas.
2. We remain a segregated school based on socioeconomic status, even though we have an increase in diversity in this area. This is why we received the second MSAP grant, to decrease racial and socioeconomic isolation. That has helped increase diversity over time in both areas.
3. English Learners represent a large part of our population that needs more support.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Academically speaking, ELA and Mathematics are areas that have improved for the 24-25 SY.
2. The suspension rate decreased significantly due to hard work in school climate and culture. We also built capacity in our MTSS team to support the reduction in suspensions.

3. Chronic Absenteeism has decreased in all student groups with the exception of students that identify as white. We will be working to continue to decrease in Chronic Absenteeism in all student groups.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	5	1	0	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
44 points below standard	114.5 points below standard	134 points below standard
Increased 29.2 points	Increased 28.5 points	Increased 25.2 points
459 Students	132 Students	56 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	112.5 points below standard	80.9 points below standard
2 Students	Increased 33.1 points	Increased 13.8 points
	20 Students	344 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
140.8 points below standard	86 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.8 points	Increased 14.9 points	1 Student
56 Students	42 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	64.5 points below standard
4 Students	9 Students	Increased 25 points
		338 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
30.3 points above standard	0 Students	81.6 points above standard
15 Students		Increased 36.3 points
		45 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect growth in ELA. African American students, English Learners, and students with disabilities showed growth. Socially disadvantaged students maintained their progress. Reclassified English Learners and Hispanic students showed significant growth here at OEB for the 25-26 school year.
2. African American students showed the greatest growth with a gain of 14.9 points.
3. Socioeconomically disadvantaged, English Learners and Reclassified English Learners continue to need support and attention to show annual growth.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	0	1

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Red
90.5 points below standard	160.4 points below standard	180.5 points below standard
Increased 21.5 points	Increased 13 points	Maintained -0.7 points
455 Students	133 Students	56 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	173.6 points below standard	125.9 points below standard
3 Students	Increased 25.2 points	Increased 7.2 points
	19 Students	341 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
184.3 points below standard	133.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 14.7 points	Increased 9.4 points	1 Student
54 Students	41 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	113.2 points below standard
4 Students	9 Students	Increased 17 points
		337 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
11.2 points above standard	0 Students	45.3 points above standard
15 Students		Increased 10.4 points
		44 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect growth in Math. African American students, English Learners, Hispanic students, and socioeconomically disadvantaged students showed growth. Students with disabilities maintained their progress. Reclassified English Learners, students experiencing homelessness, and students identifying as white decreased.
2. African American students showed the greatest growth with a gain of 31.7 points.
3. Socioeconomically disadvantaged, English Learners and Reclassified English Learners continue to need support and attention to show annual growth. We are continuing to monitor their progress.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Orange	No Performance Color
45 science points	30.8 science points	29.8 science points
Increased 5.7 points	Increased 5.8 points	Increased 5.5 points
175 Students	45 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	38.3 science points
2 Students	10 Students	Increased 3 points
		136 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
29.9 science points	34.9 science points	Fewer than 11 students - No Data for Privacy
Increased 2.3 points	Maintained 0.8 points	1 Student
17 Students	23 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	42.2 science points
2 Students	2 Students	Increased 6.2 points
		126 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	68.7 science points
2 Students		Declined 3.7 points
		16 Students

Conclusions based on this data:

1. Despite not having a steady science instruction for the past several years, OEB showed growth the 24-25 school.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	Blue
59.2 making progress.	62.5 making progress.
Number Students: 71 Students	Number Students: 48 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.

2025 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**
11.3%	29.6%	1.4%	57.7%

Conclusions based on this data:

1. English Learners making progress towards English language proficiency increased to 59.2%. We need to build capacity in our teachers and support staff to provide more support throughout the instructional day.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Orange
24.9% Chronically Absent	28.9% Chronically Absent	31.6% Chronically Absent
Declined 0.9	Declined 1.7	Declined 1.1
507 Students	90 Students	57 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	30.4% Chronically Absent	30.9% Chronically Absent
8 Students	Declined 26.2	Increased 2.6
	23 Students	379 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
45.3% Chronically Absent	50% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1	Increased 19.2	2 Students
64 Students	50 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	25.7% Chronically Absent
4 Students	9 Students	Declined 0.9
		369 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0% Chronically Absent	0 Students	9.6% Chronically Absent
Declined 38.5		Declined 4.7
21 Students		52 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect the decline of Chronic Absenteeism in all students. African American students, English Learners, Hispanic students, students with disabilities, students experiencing homelessness and socioeconomically disadvantaged students showed a decline. Students identifying as white increased.
2. African American students increased by 19.2.
3. Socioeconomically disadvantaged, students identifying as Hispanic, and students experiencing homelessness continue to need support and attention to show annual decline. We need to continue to support the efforts to decrease chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	4	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 Green
5% suspended at least one day	3.3% suspended at least one day	5.3% suspended at least one day
Declined 8.5%	Declined 11.8%	Declined 11.1%
515 Students	90 Students	57 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	8.7% suspended at least one day	6.8% suspended at least one day
9 Students	Declined 21.3%	Declined 7.8%
	23 Students	383 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
11.9% suspended at least one day	25.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 11%	Declined 9.7%	3 Students
67 Students	51 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	3.2% suspended at least one day
5 Students	9 Students	Declined 8.6%
		372 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
4.8% suspended at least one day	0 Students	0% suspended at least one day
Declined 2.9%		Declined 8.2%
21 Students		54 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect the decline in the Suspension Rate in all students. The work has paid off and a reduction took place during the 24-25 school year. We still need to work with our African American students and SPED students regarding suspension rate.
2. African American students showed a decline in suspension rates by 9.7%.
3. Socioeconomically disadvantaged, students identifying as Hispanic, English Learners, students with disabilities, and students experiencing homelessness continue to need additional support and attention to show annual decline.

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: 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

All student will increase by 3% or more in ELA on the 2026-27 CAASPP.

Identified Need

Area of Focus: ELA

California Dashboard:
ELA performance for all students will increase the baseline of -44 points (yellow) from 2025-26 by a total of +3 points or more to reach -41 points (yellow) with a stretch goal of +15 points or more to reach -26 or higher (green) by the end of the 2026-27 school year.

i-Ready:
By June 2027, the percent of students assessed in grades 6th-8th that score at grade level or above will increase by at least 3% or more based on growth data from the 2026-27 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026-27 CAASPP ELA Performance	33.67% Proficiency for 2025-26	36.67% Proficiency for 2026-27
2026 CA Dashboard	-44 points from Standard	-41 points from Standard
2026-27 i-Ready ELA Diagnostic Assessments	35% At or Above Grade Level (2025-26 Diagnostic 2)	38% At or Above Grade Level (2026-27 Diagnostic 2)

Annual Review

SPSA Year Reviewed: 2025-26

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.

To support students' continuous improvement in ELA, OEB will focus on providing teachers with the support needed to implement effective intervention and differentiation strategies in their classrooms while promoting a love for reading through engaging activities and events. Through schoolwide AVID implementation, students will learn the skills needed to help improve their performance in reading and experience sustained growth.

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

The proposed strategies and budget expenditures are in alignment with our goal.

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

This goal replaces Goal # 2.

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 including English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness

Strategy/Activity

Provide resources and materials to support intervention and differentiation (i.e. books/novels, workbooks, software licenses, etc.)

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)
15,000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students including English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness

Strategy/Activity

Hire part-time Student Support and Activity Aides to provide classroom support and supervision to enable teachers to facilitate data chats, small group instruction, and intervention.

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)
39984	Title I Part A: Allocation
413	Title I Part A: Parent Involvement

Strategy/Activity 3

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

All Students including English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness

Strategy/Activity

Provide supplemental pay for teachers and/or onboard contracted service providers to design lessons and activities to engage students and promote a love for reading.

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)
8,000	Title I Part A: Allocation

Strategy/Activity 4

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

All Students including English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness

Strategy/Activity

Host events that recognize, celebrate, and encourage reading (i.e. Battle of the Books, Reading Challenges, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students including English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness

Strategy/Activity

In alignment with Community School's Five Pillars and the OEB Implementation Plan, we will use Community Schools funds to promote AVID implementation schoolwide through professional development opportunities for teachers, ongoing coaching, and hiring additional AVID tutors to provide classroom 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)

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: 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 2

All students, including African American students, English Language Learners, and Hispanic/Latino students, will increase by 3 or more percentage points in Mathematics on the 2026-27 CAASPP.

Identified Need

Area of Focus: Math
California Dashboard:
Math rates for all students will increase the baseline of -90.5 points (yellow) from 2025-26 by a total of +3 points or more to reach -87.5 (yellow) with a stretch goal of 15+ points or more to reach -75.5 (Yellow) or higher by the end of the 2026-27 school year.
For Black/African American students, math rates will increase the baseline of -133.6 (Orange) by 3+ points to reach -130.6 (Orange) with a stretch goal of 15+ points to reach -118.6 (Orange).
For Hispanic/Latino students, math rates will increase the baseline of -113.2 (Orange) by 3+ points to reach -110.2 (Yellow) with a stretch goal of 15+ points to reach -98.2 (Yellow).
For English Language Learners, math rates will increase the baseline of -160.4 (Orange) by 3+ points to reach -157.4 (Orange) with a stretch goal of 15+ points to reach -145.4 (Orange).

i-Ready:
By June 2027, the percent of students assessed in grades 6th-8th that score at grade level or above will increase by at least 3% or more based on growth data from the 2026-27 school year, as measured by i-Ready Math Diagnostic 2 administered in the winter.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2025-26 All Students: 23.90% Proficient Black/African American: 9.76% Proficient Hispanic/Latino: 15.79% Proficient English Language Learners: 0% Proficient	2026-27 All Students: 26.90% Proficient Black/African American: 12.76% Proficient Hispanic/Latino 18.79% Proficient English Language Learners: 3% Proficient
i-Ready Math	2026-27 Diagnostic 1 All Students: 21% Proficient	2026-27 Diagnostic 2 All Students: 24% Proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Black/African American: 13% Proficient Hispanic/Latino 16% Proficient English Language Learners: 1% Proficient	Black/African American: 16% Proficient Hispanic/Latino: 19% Proficient English Language Learners: 4% Proficient
California Dashboard	2025-26 All Students: -90.5 points from Standard Black/African American: -133.6 points from Standard Hispanic/Latino: -113.2 points from Standard English Language Learners: -160.4 points from Standard	2026-27 All Students: -87.5 points from Standard Black/African American: -130.6 points from Standard Hispanic/Latino: -110.2 points from Standard English Language Learners: -157.4 points from Standard

Annual Review

SPSA Year Reviewed: 2025-26

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.

To support improved mathematics performance and achieve the desired outcomes, OEB will focus on providing math intervention and small group instruction during the school day.

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

The proposed strategies and budget expenditures are in alignment with our goal.

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

This goal replaces Goal # 1 and # 3.

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 with a concentration on Black/African American and Hispanic/Latino students and English Language Learners

Strategy/Activity

In alignment with Community School's Five Pillars and our OEB's Community Schools Implementation Plan, we will use Community Schools funds to hire Student Support and Activity Aides to provide classroom support and supervision.

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 with a concentration on Black/African American and Hispanic/Latino students and English Language Learners

Strategy/Activity

In alignment with Community School's Five Pillars and our OEB's Community Schools Implementation Plan, we will use Community Schools funds to hire contracted service providers to provide math tutoring during the school day.

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 with a concentration on Black/African American and Hispanic/Latino students and English Language Learners

Strategy/Activity

In alignment with Community School's Five Pillars and OEB's Community Schools Implementation Plan, we will use Community Schools funds to hire a certificated employee to provide small group, pull-out intervention and support during the school day.

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 with a concentration on Black/African American and Hispanic/Latino students and English Language Learners

Strategy/Activity

Provide supplemental pay for teachers to design, plan, and implement a Math Workshop Model.

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)
8,000	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a concentration on Black/African American and Hispanic/Latino students and English Language Learners

Strategy/Activity

Provide substitute coverage for teacher collaboration and planning time.

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)
15,000	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a concentration on Black/African American and Hispanic/Latino students and English Language Learners

Strategy/Activity

Purchase materials and supplies to support implementation of the Standards of Mathematical Practice.

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)
15,000	Title I Part A: Allocation

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 everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

Average daily attendance rate will increase to 95% or higher for the 2026-27 school year.

Identified Need

Area of Focus: Attendance
By June 2027, daily attendance will increase a minimum of 2.3% from baseline (92.70%) to reach 95%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ADA	2025-26: 92.70%	2026-27: 95%

Annual Review

SPSA Year Reviewed: 2025-26

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.

To support improved student attendance, OEB will focus on providing parent education workshops, attendance awards and recognitions, and attendance intervention groups to encourage daily attendance and address barriers to school attendance.

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

The proposed strategies and budget expenditures are in alignment with our goal.

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

This goal replaces Goal # 7 and Goal # 8.

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

Host parent education meetings.

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

Amount(s)	Source(s)
2,242	Title I Part A: Parent Involvement

Strategy/Activity 2

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

All Students

Strategy/Activity

Host attendance award and recognition events.

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

Amount(s)	Source(s)
2,900	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

All Students

Strategy/Activity

Purchase materials and supplies for attendance intervention 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)
2,500	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

Goal 1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

Goal 4

100% of students will participate in at least two STEM-integrated PBL projects during the 2026-27 school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys	2026-27 is baseline	100% of students will identify at least two STEM-integrated, PBL projects that they participated in during the 2026-27 school year.
Student Work Displays	2026-27 is baseline	Each grade level (6th-8th) will have at least one representation of student work on display each semester.
8th Grade Portfolio Presentations	2026-27 is baseline	At least 50% of 8th grade students will have at least one artifact from a STEM-integrated, PBL project reflected in their portfolio presentations for the 2026-27 school year.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The strategies are designed to support school-wide STEM-integration through professional development opportunities for teachers, lesson planning and curriculum development, and opportunities to showcase student work.

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

The proposed strategies and budget expenditures are in alignment with our goal.

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

N/A

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

Provide supplemental pay for teachers to design and plan STEM-integrated, PBL units of study.

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)
8,000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

Purchase materials and supplies for STEM-integrated projects, lessons, and units of study.

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)
10,000	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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

Host STEM-focused events (i.e. Science Fiction Festival, Science Fiction Contest, etc.)

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

Strategy/Activity 4

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

All students, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

In alignment with Community School's Five Pillars and OEB's Community Schools Implementation Plan, we will use Community Schools funds to contract with outside organizations to provide STEM-focused, PBL-integrated professional development opportunities and coaching.

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 5

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

All students, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

In alignment with Community School's Five Pillars and OEB's Community Schools Implementation Plan, we will use Community Schools funds to provide STEM-focused after school enrichment clubs.

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 everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 5

Increase favorable responses on the 2026-27 Panorama Core & Student Climate Survey by 5% or more for School Climate with a focus on Sense of Belonging (School Connectedness) and School Safety.

Identified Need

Areas of Focus: Sense of Belonging (School Connectedness) and School Safety

Panorama Core & Student Climate Survey

% of Favorable Responses:	Sense of Belonging (School Connectedness)	School Safety
2024-25	60%	54%
2025-26	56%	47%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026-27 Panorama Core & Student Climate Survey	2025-26: Sense of Belonging (School Connectedness): 56% School Safety: 47%	2026-27: Sense of Belonging (School Connectedness): 61% School Safety: 52%

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The strategies are designed to increase campus support and supervision, solicit ongoing feedback from students, and host school-wide events to promote positive relationship building and school spirit.

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

The proposed strategies and budget expenditures are in alignment with our goal.

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

This goal replaces Goal # 4.

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

In alignment with Community School's Five Pillars and OEB's Community Schools Implementation Plan, we will use Community Schools funds to hire Student Support and Activity Aides to facilitate engaging enrichment activities and provide supervision.

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

Hire additional part-time Student Support & Activity Aides to assist with classroom and campus activities and supervision.

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)
61,000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

In alignment with Community School's Five Pillars and our OEB's Community Schools Implementation Plan, the Senior Community Advocate will conduct student surveys and focus groups to solicit student feedback regarding sense of school belonging and school safety.

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

In alignment with Community School's Five Pillars and our OEB's Community Schools Implementation Plan, we will use Community Schools funds to purchase materials and supplies to provide enrichment activities during instructional and non-instructional time and host school-wide events to promote positive school climate and boost school spirit.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$126639
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	$126639
Other State/Local Funds provided to the school	$68400

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: $195,039

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	68400	0.00
Title I Part A: Parent Involvement	2655	0.00
Title I Part A: Allocation	123984	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	68,400.00
Title I Part A: Allocation	123,984.00
Title I Part A: Parent Involvement	2,655.00

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
Maria Toliver	Principal
John Durfee	Classroom Teacher
Thereisa Kleeman	Classroom Teacher
Stella Franco Allen	Other School Staff
Monique Sims	Parent or Community Member
Rachel Bechler	Parent or Community Member
Jeff Austin	Parent or Community Member
Michael Tuerpe	Parent or Community Member
Natalie Daily	Classroom Teacher
Savannah Sims	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/4/2025.

Attested:



Principal, Maria Toliver on 9/25/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Site Council
6/3/2026
3:30pm-4:30pm

Attending:
Principal: Arian Whitley
Assistant Principal: Not Present
TOSA: Jeffery Bracamonte
Teachers: Robyn Wehrly, Theresia Kleeman
Community Assistant: not present
Parents: Rachel Bechler, Monique Sims, Araceli Guillen Tuerpe, Raquel Perez-Pedroza
Community Schools: Stella Franco-Allen
Student Representative: not present

Meeting began at 3:30

The School Site Council (SSC) convened to review and discuss the Single Plan for Student Achievement (SPSA) for the 2026–2027 school year. Members reviewed the proposed goals, budget allocations, academic priorities, intervention supports, family engagement initiatives, and student achievement data that informed the development of the plan.

Administration provided an overview of the SPSA, highlighting planned actions and expenditures aligned with improving student outcomes, reducing chronic absenteeism, strengthening Tier I instruction, supporting English Learners, and expanding Multi-Tiered System of Supports (MTSS) interventions. SSC members engaged in discussion regarding the alignment of resources to student needs and the importance of ongoing monitoring throughout the school year.

Following discussion, a motion was made and seconded to approve the 2026–2027 SPSA as presented. The motion passed unanimously.

The SSC also reviewed the annual compliance requirements and ballot form. Members discussed the compliance measures and verified that all requirements had been met. A motion was made and seconded to approve the compliance ballot form. The motion passed unanimously.

Council members acknowledged that additional student achievement, attendance, and budget information may become available at the start of the new school year. As a result, the SSC agreed to revisit the SPSA during the September 2026 meeting to review implementation progress and consider any necessary adjustments to goals, strategies, or expenditures to better meet the needs of students and families.

The meeting concluded with appreciation for the collaborative efforts of all SSC members in supporting student success and ensuring compliance with district and state requirements.

School Site Council (SSC)
05/27/2026 3:30-4:30pm

Attending:
Principal: Arian Whitley
Assistant Principal: Dr. Ella Farinas
TOSA: not present
Teachers: Robyn Wehrly, Theresia Kleeman
Community Assistant: not present
Parents: Rachel Bechler, Monique Sims, Araceli Guillen Tuerpe, Raquel Perez-Pedroza
Community Schools: Stella Franco-Allen
Student Representative: not present

Meeting began at 3:33
Notes:
Approval of Minutes:
Two sets of minutes were presented. Minutes from 4/29 and 3/25 were presented. The minutes from March do not include attendance. Mr. Bracamonte will look at Google Meet log in information to fill in the participants. Whitley motioned to accept the minutes from the 3/25/.2026 meeting; Araceli seconded. Ms. Kleeman motioned to accept the minutes from the 4/29/2026 meeting; Mr. Whitley seconded.
Old Business: Follow up on election process that was discussed at 4/29/2026 meeting. Election will be moved to fall to be inclusive of new families and potential new staff. There was also a question about multi-funding staff. In upcoming year, we will have some staff that will be funded partially through the district and partially through a PEF grant. This grant is for the upcoming school year. Ms. Bechler asked if SSC could get a list of staff whose positions were eliminated, so that we can better understand where there will be holes or gaps in the next year. Mr. Whitley stated that there has still been some movement in staffing by HR, so it would be difficult to provide a list. For classified staff, it would still be something that HR would have to agree to, because SSC funding could supplant other positions or activities. Question during 3/25/2026 meeting about Title I funding. Mr. Whitley stated that some of that funding was used to fund our Visual Media classified staff, our Design Lab classified staff, and an MTSS classified staff. Some money was also spent on furniture. Questions that were raised about 7th period: this will be addressed in this meeting. Question about if ASB can be a 7th period. Dr. Farinas clarified that it won't work with master schedule. Ms. Perez-Pedroza asked what the vision is for our community assistant next year, since Ms. Borough will only be at OEB 1x week. We cannot pay for a position to help fill that gap, because it would supplant Ms. Borough's current position. Question was asked if we could hire an assistant for the community assistant. Ms. Perez-Pedroza motioned to move on to new business; Mr. Whitley seconded.
New Business: Mr. Whitley reviewed the OEB vision for the upcoming school year (2026-2027). This has been developed by Mr. Whitley, incoming principal Ms. Toliver, Dr. Farinas, and Mr. Bracamonte. OEB Vision Questions were answered.
Questions were posed about current year; according to district website, we still have $135,000 unspent as of 4/20/2026. Mr. Whitley stated that there were procurements still being processed.

Team members felt that they needed time to go over plan before voting for approval. Mr. Whitley will send out the SPSA by Friday. Team agreed to re-meet next week after SPSA is shared with team members.
Ms.Franco-Allen presented an update on Community Schools actions and activities.
Meeting adjourned at 4:39.

Octavia E. Butler MAGNET

Octavia E. Butler Magnet School
School Site Council (SSC)
May 27, 2026 3:30 PM - 4:30 PM

Google Meet joining info: https://meet.google.com/zjc-dztj-pui
Video call link:
Phone Numbers
(US)+1 929-276-0582
PIN: 318 024 768#

Link to notes

OUR VISION	OUR MISSION
Octavia E. Butler Magnet will be the flagship middle school of Pasadena. Our programs provide comprehensive pathways for all students to be college and career ready.	Octavia E. Butler Magnet meets the cognitive, physical, and social-emotional needs of the whole child to prepare them for high school, college, and career.

AGENDA

What	How	Who	Time
Call to Order: Welcome, Introductions	Roll Call/Chat	Farinas	3:30 - 3:35 (5 min)
Approval of minutes	March Notes April Notes	Farinas	3:35 - 3:45 (10 min)
Old Business: Questions/Concerns	Discussion	SSC	3:45 - 4:00 (15 min)
New Business: SPSA Review Community Schools update	Presentation	Whitley	4:00 - 4:25 (25 min)
Adjourn	Proclamation	Farinas	4:25 - 4:30 (5 min)

Octavia E. Butler MAGNET

Octavia E. Butler Magnet School
School Site Council (SSC)
May 27, 2026 3:30 PM - 4:30 PM

Google Meet joining info: https://meet.google.com/zjc-dztj-pui
Video call link:
Phone Numbers
(US)+1 929-276-0582
PIN: 318 024 768#

Link to notes

OUR VISION	OUR MISSION
Octavia E. Butler Magnet will be the flagship middle school of Pasadena. Our programs provide comprehensive pathways for all students to be college and career ready.	Octavia E. Butler Magnet meets the cognitive, physical, and social-emotional needs of the whole child to prepare them for high school, college, and career.

AGENDA

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Call to Order: Welcome, Introductions	Roll Call/Chat	Farinas	3:30 - 3:35 (5 min)
Approval of minutes	March Notes April Notes	Farinas	3:35 - 3:45 (10 min)
Old Business: Questions/Concerns	Discussion	SSC	3:45 - 4:00 (15 min)
New Business: SPSA Review Community Schools update	Presentation	Whitley	4:00 - 4:25 (25 min)
Adjourn	Proclamation	Farinas	4:25 - 4:30 (5 min)

[This document is “view only”. To make edits, please create a copy.]

California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

Spanish Version here

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

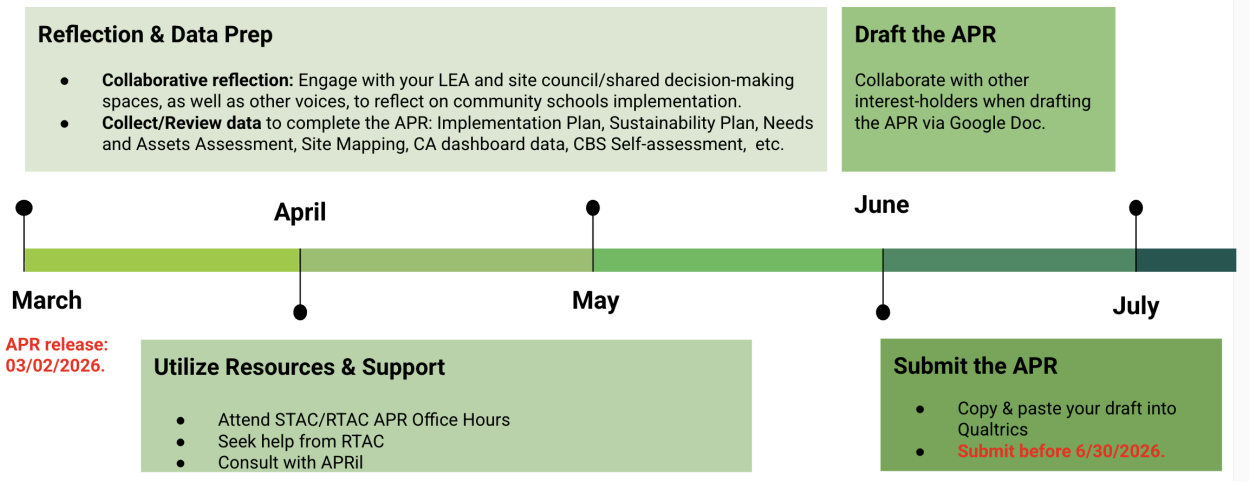
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles_____
Cohort	▼Cohort 1_____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679 _____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

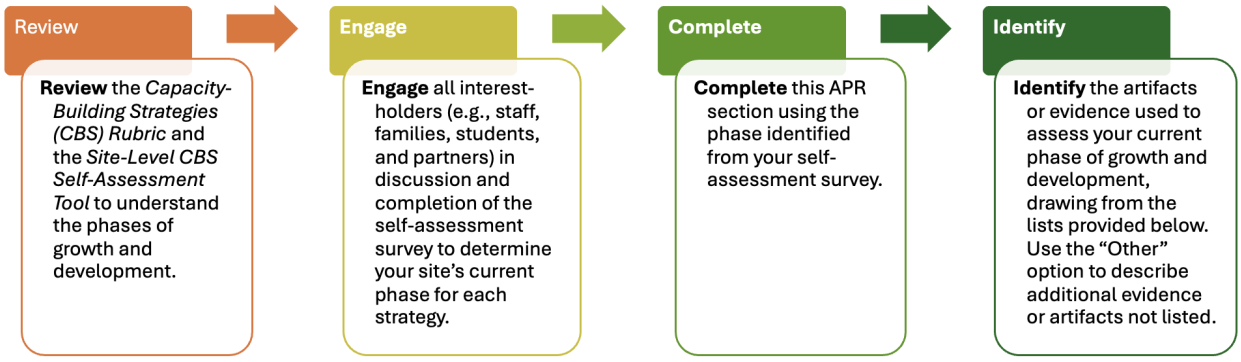
Name: Stella Franco-Allen
Job Title: Sr.Community Advocate
Email: francoallen.stella@pusd.us
Phone number: (626)396-5830

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☑ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☐ Team mapping
- ☑ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☐ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☑ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☐ Roles and responsibilities document that includes a process for ongoing revision
- ☐ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☑ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate) participate in restorative practices, trauma-informed, first aid, attendance strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☑ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☑ Feedback from existing service providers and partners
- ☑ Partnership evaluations
- ☑ Partners participation in school events
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☑ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Throughout the year, a shared commitment to students and families was evident in the collaborative work between school staff, community partners, and the Community Schools team. Working closely with on-site colleagues proved especially valuable when conducting outreach and distributing important information to parents and guardians. This partnership strengthened communication efforts and helped ensure families remained informed and connected to school resources and opportunities.

Community partners also played a significant role in supporting Octavia E. Butler Magnet (OEB). Their approach was grounded in listening to the school's needs rather than promoting their own programs. As a result, the supports, resources, and extracurricular opportunities offered were more closely aligned with the priorities of our students and families. This responsiveness fostered trust and created meaningful partnerships that benefited the school community.

Multi-Tiered System of Supports (MTSS) meetings further reinforced this collaborative culture. These meetings provided a space for group discussion, shared problem-solving, and the exchange of information about ongoing efforts across the school to support students and families. By bringing together different perspectives and areas of expertise, MTSS meetings

helped create a more coordinated and comprehensive support system.

A key factor in this process was the guidance provided by Community Schools Lead Veronica. She outlined clear steps, encouraged stakeholder input, and supported the school throughout the year as goals were developed, implemented, and monitored. Her leadership helped ensure that planning remained focused, collaborative, and responsive to emerging needs. Overall, the year demonstrated the power of shared understanding and collective action in creating stronger supports and opportunities for students and families.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☑	☐	☑	☑	☑	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☑	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☐	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☐	☑	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☑	☑	☐	☑	☑	☐	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Students with disabilities	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Students participate in individualized supports, including: check-in with counselors, tutoring, home-visits, parent conferences, phone calls, and basic needs. Students participate in Tier 1 activities.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☐	☑
Before School (times/services)	☐	☑
After School (times/services)	☑	☐
Summer Programs	☑	☐

During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☑	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☐	☑
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,	Started im…					Learning…		

physical health)								
Professional development in cross-cultural learning curriculum, equity, and positive school climate.	Previously…	N/A	26	N/A		Learning…		Restorative Practices, STEAM
Coordination of services to provide health and wellness services to students and families	Previously…	510	N/A	N/A		Other		Sr.Advocate monitors case managed students, Mentorship programs are on-site.
Learning materials for after-school and summer programs.	Previously…	510	N/A	N/A		Local Co…		Robotics, AVID, CASL
After-school and summer enrichment programs and activities.	Previously…	191	N/A	N/A		Expande…		
Tutoring services and academic intervention support.	Previously…	106	N/A	N/A		Expande…		AVID

Note:

**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1:	☑ Yes ☐ No	☐ Social-Emotional Well-Being & Mental Health ☑ ~~Attendance & Absenteeism Reduction~~ ☑ ~~Family & Community Engagement~~ ☑ ~~Academic Achievement & Student Learning~~ ☑ ~~School Climate~~ ☐ Collaborative Leadership and practices ☑ ~~Community School Framework & Whole School Implementation~~ ☑ ~~Integrated Student Supports~~ ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Reduce Chronic Absenteeism by 3% by the end of the 25/26 SY.	Tier I activities: * Wellness Wednesdays; * Community Building Activities; * Student Check-ins; * Home visits; *Communica-tion with families; * Progress monitoring.
Goal 2:	☑ Yes ☐ No		Increase the number of Parent Portal accounts and the number of participants at school events and parent groups.	We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC.) We have a dynamic Parent Teacher Student Association (PTSA) where parents regularly volunteer for special events. In May 2025 79.75% of parents had Parent Portal (P.P) accounts. On March 31st, 2026, 85.04% of parents had P.P. accounts. Due

				to our school's registration process at the start of the school year, all parents pass through a Parent Portal training station, encouraging more parents to open P.P. accounts. This process also increases parent knowledge of the benefits and better skills to access Parent Portal accounts. There has been an increase in this SY in parents taking the initiative to contact their student's teachers, seek student needs and resources and reference Parent Portal information. Capturing more parent emails through this registration process also increased the information to parents for Parentlink messages, parent workshops, district parent trainings, updates on the school website, and school weekly

				announcements . Parents are more engaged in monitoring their students' participation in school or their participation by way of interacting with teachers and attending school events.
Goal 3:	☑ Yes ☐ No		Increase the percentage of student achievement in ELA and Math by 3% by the end of the 25/26 SY.	SPSA 29% of students will meet/exceed math target goals as measured by 2024/2025 SBAC math. Math teachers will strengthen their implementation of the Workshop Model in all Math classrooms. The Workshop Model allows for differentiation, intervention, small group instruction,

				and student conferencing. 34% of students proficient or above in ELA according to SBAC by May of 2025. AVID strategies will support the development of ELA and Critical Thinking skills in all students. We will continue to strengthen the implementation of AVID strategies throughout all classrooms. Parents and guardians feel welcome 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.

				By May 2026, the chronic rate will be 92% for all students. Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates

- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Chronic absenteeism rates ☐	The percentage of students who are absent on 10 percent or more of school days will decrease.	28.8%	25.8%	24.9%	21.9% Actual: TBD
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ ☐ Other locally determined measures	The percentage of parents with active Parent Portal Accounts	57.12%	58.14%	79.79%	82.0% Actual: 79.75% as of March 2026

Goal 3: If you have more than one metric for Goal 3, please add here.	☐ ☐ Proficiency scores, English Language Arts and Mathematics ☐	The percentage of students who met or exceeded English Language Arts standards.	25.85%	25.14%	36.85%	39.85% Actual TBD
	☐ Proficiency scores, English Language Arts and Mathematics ☐	The percentage of students who met or exceeded mathematics standards.	17.2%	16.5%	22.38%	25.38% Actual TBD

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

Our school remains committed to improving student outcomes by continuing to reduce chronic absenteeism, strengthen family engagement, and promote positive student behavior through a comprehensive system of supports. During the 2026–2027 school year, we aim to reduce chronic absenteeism by an additional 3% through targeted student check-ins, progress monitoring, and early intervention strategies.

School staff will conduct regular attendance reviews and identify students who are at risk of becoming chronically absent. Through personalized check-ins, mentoring opportunities, and ongoing progress monitoring, students will receive the support needed to address barriers to attendance and remain connected to school. Attendance data will be reviewed regularly to ensure timely interventions and continuous improvement.

To further support student success, we will increase parent and family engagement by expanding participation in the Parent Portal through collaboration with the PTSA and outreach to families of English Learners. Parent workshops, informational sessions, and targeted communication efforts will help families access student information, monitor academic progress, and strengthen home-school partnerships. By increasing Parent Portal usage, families will be better equipped to support student learning and attendance.

In addition, the school will continue to reduce student suspensions through the implementation of a Multi-Tiered System of Supports (MTSS). Staff will utilize data-driven practices to identify students in need of behavioral and social-emotional support and provide appropriate Tier I, Tier II, and Tier III interventions. Restorative practices, social-emotional learning opportunities, and positive behavior supports will be implemented to foster a safe, inclusive, and supportive learning environment.

Together, these efforts will strengthen student engagement, improve attendance, increase family involvement, and reduce exclusionary discipline practices, ensuring that all students have equitable access to the academic, behavioral, and social-emotional supports necessary for success.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
"Our school climate has improved since we started implementing the CCSPP "

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☐	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

Our school is committed to reducing student suspensions by fostering a positive school culture grounded in relationships, accountability, and support. Through the implementation of restorative practices, students are provided with opportunities to reflect on their actions, repair harm, and strengthen connections with peers and staff rather than being excluded from the learning environment. Restorative circles, conflict resolution strategies, and student-centered conversations help build trust, increase student voice, and promote a sense of belonging across campus.

In addition, our Multi-Tiered System of Supports (MTSS) framework ensures that behavioral, social-emotional, and academic needs are identified and addressed proactively. Through ongoing data monitoring, student check-ins, targeted interventions, counseling supports, and collaborative problem-solving teams, students receive the individualized support necessary to be successful. Staff members are trained in positive behavior supports and culturally

responsive practices to create consistent expectations and equitable outcomes for all students.

By integrating restorative practices with a strong MTSS framework, our school aims to reduce exclusionary discipline while increasing student engagement, attendance, and academic achievement. These efforts contribute to a safe, welcoming, and inclusive learning environment where students feel valued, supported, and empowered to make positive choices. As a result, we expect to see continued reductions in suspension rates and improvements in overall school climate and student well-being.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☑ ~~Centering Community-based Learning~~
- ☑ ~~Monitoring Progress and Developing Data Collection Tools~~
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☑ ~~Community Schools Sustainability~~
- ☑ ~~Engaging Communities, Policymakers & Educators in Shared Understanding~~
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family support inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☑ ~~Community Schools Coordinator(s)~~
- ☐ School Counselor/Social Worker/Psychologist
- ☐ Teacher(s)
- ☑ ~~Instructional Coach(es) (if applicable)~~
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☑ ~~Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)~~
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☐ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☐ Yes
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Octavia E. Butler Magnet
Arian Whitley, Principal
whitley.arian@pusd.us
(626)396-5830

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

OEB is in the "Engage" stage of developing a shared understanding of the community school strategy and the four cornerstone commitments. In addition to the data collection described in Priority 1, OEB has engaged in the following outreach strategies to share information about community schools:

- Attending PYCF (Partnership for Youth, Child and Families) regularly to share information
- Presentations to staff during A Monday professional development meeting
- Presentations to parent leadership groups, including the PTA and English Learner Advisory Committee, School Site Council, and Annual Fund Committee
- Participating in school and district events (Community Schools Kick-off)
- Establishing a schoolwide referral for services form
- School Tours- share with prospective parents and the public information about what it means to be a Community School

- Weekly staff communication/newsletter and Smore

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: Octavia Butler has a deep belief in the potential of its students. We have spent this year focusing attention of College AND Career readiness, getting kids excited about studying, and delving deeper into their passions. OEB embraces a growth mindset and life-long learning as core values in our school environment. Additionally, OEB provides opportunities for students to lead and volunteer based on their interests and skills (not grade-based). The school uses the advisory structure to engage students in identifying and sharing their strengths using Thrively. The OEB Way, including the mantra Bears on the Rise, is present and reinforced in all classrooms. Students explore their strengths through robust electives (STEM, Robotics, Glee, Band/Orchestra, Art, Intro to computer science) and through project-based STEM learning throughout their school day. Teachers participate in the “Problems of Practice”; observations amongst grade-level peers to collect strategies and resources for best practices.
- Racially Just and Restorative School Climates: Provide professional development in anti-racism, restorative practices, and schoolwide strategies that promote a positive school climate for all students, including restorative circles. The MTSS Coaches practice and implement restorative practices. Flintridge Center meets with students implementing restorative practices in small groups.
- Powerful, Culturally Proficient, and Relevant Instruction: MTSS Coaches provide teacher training in inclusive and culturally responsive practices and pedagogy. Use culturally relevant books, stories, and mentor texts. Engage in equitable grading practices (Grading for Equity book study). Engage students in learning experiences that celebrate student backgrounds and cultures (8th grade portfolio presentations expand beyond school experiences, multicultural celebrations); empower students as leaders in their community (having students create the school tour video project, student podcasts); embrace multilingual learning (dual language immersion and Spanish elective classes); teach students about local history (Sci-Fi Fest to learn about Octavia E. Butler)l introduce all students to school history and notable alumni, including Octavia E. Butler and Jackie Robinson, from their first experiences on campus (tours and at orientation. Book study “Culturally Responsive Teaching and the Brain” by Zaretta Hammond (during A-staff meetings). Students participate in the Young King’s Conference, which takes students to college campuses. (Focus on supporting black students)
- Shared Decision-Making and Participatory Practices: Teachers are an integral part of the instructional leadership team. Increase parent and student involvement in decision-making, including increasing the number of participants taking the Panorama survey. Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Encourage student agency in classroom decisions by providing students with consistent tools (AVID binder, agendas) to plan and monitor their learning. SSC, ELAC, and PTSA continue to have the opportunity to share feedback for action plans to meet school goals.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Non-profit partner Communities in Schools supported Octavia E. Butler Magnet (OEB) in reviewing student achievement, attendance, and engagement data; community resource data; and staff, student, and parent survey data (California Healthy Kids Survey) to complete the site needs assessment. The Panorama survey was also administered to understand individual student perspectives. Ongoing data is also collected via site-created surveys (staff at the beginning and end, families twice a year), student empathy interviews (a way to connect with students with needs and discuss what is working and what support they may need), parent interviews, informal conversations (at events and via an Open-Door policy for families to discuss their interests, concerns), and student focus groups (4 students representative of diverse groups are selected from each grade level to discuss their school experience, positive and challenging activities. Additionally, data is shared with staff during staff meetings. Staff look at the data together and then break out in small groups by department to develop recommendations for the site.

To develop Community School priorities, the Community School team gathers data from these multiple engagement strategies and summarizes top findings in the Needs and Assets Assessment to develop a school support plan. The support plan outlines the Community School goals that align with the School Plan for Student Achievement. Through coaching from CIS and the support from central office staff, OEB identified and continues to monitor progress toward community school goals.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Reduce Chronic Absenteeism by 3% by the end of the 25/26 SY.	Tier I activities: Wellness Wednesdays, community building activities, check-ins, home visits, communication with families, and progress monitoring.
Increase the number of Parent Portal accounts and the number of participants at school events and parent groups.	The Community Asst. and Advocate expanded outreach to parents to ensure students and families have online access to attendance and grade data. Guest speakers, informational meetings on CS, parent portal instructions/ workshops, and communication through flyers, text, phone calls, and emails.
Increase the percentage of student achievement in ELA and Math by 3% by the end of the 25/26 SY.	Tutoring opportunities, mentoring programs, and reading intervention were available to support all students. Check in with counselors and the Sr.Community Advocate.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Teachers will receive professional development directly related to schoolwide restorative and culturally relevant practices.	The percentage of staff respondents who agree that this school uses restorative practices to help resolve conflicts (CalSCHS Staff) will increase.
Teachers will receive professional development directly related to schoolwide social-emotional and MTSS curriculum and practices.	The percentage of staff respondents who agree that this school provides supports that foster youth development, resilience, social-emotional learning, or asset promotion (CalSCHS Staff) will increase.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase student leadership and participation through ASB, Castle, and Model United Nations.	Involve students in developing classroom expectations. Provide student leadership training to build up and recruit more student leaders - increase Student leadership capacity. Engage in early recruitment of student leaders. Provide student leadership training. Increase opportunities for students to collaborate on planning student engagement activities (student rallies, dances, etc.).
Expand opportunities for parent collaboration.	Expand the role of SSC to serve as the Community School Advisory Council, where the Teacher Lead or Sr.Community Advocate will present CS updates, reports, data, and an opportunity for feedback and input from SSC. Hold regular magnet advisory council meetings and annual fund committee meetings. Host events to welcome parents/guardians to the school community(SciFi Fest). Promote collaboration with Washington Elementary STEM Magnet to establish relationships over a longer period of time. Use multiple means of communication to communicate opportunities and ways parents can participate; Promote opportunities for teachers to send out weekly calls or emails in regard to class expectations or curriculum updates. Teachers additionally offer their own system of communication (e.g., Class Dojo). Remove any barriers to participation. Provide opportunities for reading partnerships.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

OEB Magnet has a collaborative decision-making model. Decisions are based on feedback from the Instructional Leadership Team, who receive feedback from teachers and parents.

Octavia E. Butler Magnet has several key leadership structures for shared decision-making:

1. **Instructional Leadership Team**- The instructional leadership team meets every other Monday to discuss and plan school operations. This team includes the Principal, Assistant Principal, Instructional Coaches, teachers, MTSS coach, Data Facilitator, and Counselor. ILT analyzes data as a smaller group to monitor student progress and determine supports and professional development to increase student achievement.
2. **School Site Council**- The SSC functions as the Community School Advisory Council and uses consensus to make decisions around implementation and sustainability. The School Site Council includes the Community Advocate, teachers, classified staff, principal, key partners, and parents. SSC (School Site Council) is a school governance body that strives to improve student achievement through review and approval of the annual SPSA (School Plan for Student Achievement), oversight of funding for specially funded accounts, dissemination of information about school events, and planning of current and future programs.
3. **SART Team**- The SART team meets monthly and includes the Principal, Senior Community Advocate, Community Assistant, Data Facilitator, Counselors, and Assistant Principal.
4. **Student Leadership Groups**- Student leadership opportunities include ASB (ASB leaders attended leadership training this year); Black student union - the group is new this year and meets weekly on Tuesday with support from the school counselor and a lead teacher; GSA Gay Straight Alliance
5. **Monday Meetup**- An operational team inclusive of the community advocate, community asst., office team, registrar, attendance clerk, and principal. This team meets weekly to discuss the activities /strategies taking place to get feedback and determine who the how the team can support that week. MTSS team meets on B-Mondays.
6. **AVID Site Team**- AVID elective teachers meet throughout the year to discuss implementation of AVID WICOR strategies for AVID tutors to support students in the AVID elective, and complete the AVID certification instrument to assess implementation and plan next steps.
7. **English Learner Advisory Committee**- The ELAC (English Language Advisory Council) reviews data and programs and advises the principal, school staff, and SSC on programs and services around educational equity and improvements in academic outcomes.
8. **PTSA**- The Parent-Teacher-Student Association (PTSA) makes decisions regarding fundraising for schoolwide events and supplemental enrichment.

In addition to joining these teams, teachers and staff provide feedback at each staff meeting, a time to openly share concerns or celebrations that lead to our mission, vision, and magnet theme implementation.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Diversify sources to fund activities to promote sustainable funding partnerships.	Identify available funding sources with purposes that align with community school goals. Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources. Document potential funding streams to continue services when funding ends. Document curriculum Documented outreach resources; Policies, procedures, and norms Collaborate with the school community to develop the sustainability plan Support STEAM and MTSS activities/events.

Key Staff/Personnel

Arian Whitley Principal	Provide leadership and support, participate in the advisory council, and support the alignment of initiatives
Dr.Ella Farinas Assistant Principal	Provide leadership and support, participate in the advisory council, parent meetings, and support the alignment of initiatives.
Stella Franco-Allen Senior Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment, and create support plan in collaboration with the school community, monitor and evaluate the needs of students and the impact of integrated student supports, foster communication between parents/staff and community partners, maintain

	data/records related to community school activities
Jeffrey Bracamonte Data Facilitator	Support progress monitoring and data analysis, data chats
Maricela Borough Community Assistant	Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff)
Jason Trapp MTSS Coach	Conduct workshops, organize professional development, demonstrate strategies, assist teachers with curriculum differentiation, and provide and/or arrange coaching for teachers
Patricia Fontenot-Hughes MTSS Coach	Use the multi-tiered systems of support framework to facilitate student learning, support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Building Capacity
Octavia E. Butler Magnet is in the “Engaging” phase for designing sustainable systems. The Admin. Team, instructional coaches, and professional development partners provide teacher training in schoolwide practices (AVID schoolwide practices, STEM), and classified staff are included in professional development to build a positive schoolwide culture and implement restorative practices (Western Justice Center).

In addition to state and regional technical assistance webinars, the community school coordinator participates in biweekly training and biweekly office hours featuring Community Schools topics, including the needs and assets assessment and school support plan, data management, and restorative practices.

Documenting Program Components and Schoolwide Systems
The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering community input and incorporating feedback, and work with OEB’s various leadership teams to institutionalize systems that promote coordinated and aligned student services.

Identifying Long-term Funding Streams
Octavia E. Butler Magnet is primarily using grant funding for one-time purchases and training, and has successfully expanded partnerships that are low or no-cost to the school. There are, however, some anticipated ongoing expenses that will require long-term funding, such as summer programs

and tutoring services. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Nurture and expand College and Career partnerships through intentional communication and collaboration.	Attend community events to network with community partners and invite community partners to school events. Conduct regular check-in meetings with partners. Establish MOUs with partners. (CAP/Upward Bound)
Increase community partner participation in decision-making.	Engage community partners in the school's planning process. (SSC, PTSA, and Annual Fund)

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Octavia E. Butler Magnet is part of the vibrant community of Pasadena. We are a part of Pasadena Unified, Pasadena, CA. Home of the Rose Bowl, Tournament of Roses, museums, gardens, Art Galleries, and many amazing organizations. Our school has built active relationships with our local community. We have invited our local representatives, Board Members, and local realtors to tour and partner with us.

Current Partnerships
Professional Development Partners

- AVID- College readiness instructional strategies and college-going culture
- Communities in Schools- Establishing community school practices (needs assessment, case management, data management, and school support plan)
- Western Justice Center- Training in restorative practices, circles

Expanded Learning Partners

- College Access Plan- Afterschool 9-week program with weekly classes that prepare middle school students to plan for college.
- LEARNS provides after-school tutoring.
- PUSD Learns provides after-school programs on-site and offers local summer programs at reduced costs to PUSD students.
- Pasadena Educational Foundation- PEF sponsors Math Academy (an accelerated program where middle schoolers take the AP Calculus Exam in the 8th grade) and Middle School Robotics, and provides opportunities for teachers to apply for grants for classroom projects.
- Performing Arts and showcases are an integral part of our community. Our Glee Club has been a regular recipient of the Pasadena Showcase House award, which supports funding for our Broadway-style performances. Our productions, as visually noted as evidence, have top stage props, music, costumes, lighting, and sound.
- Day One- Provides Girls Group Mentorship, Inspires our middle schoolers to be positive role models, ambassadors for healthy lifestyles, and informed and engaged members of their communities.
- Stars- Resource center to support students in foster care and help them build community
- Boys and Girls Club -Financial Literacy Program
- Model United Nations (leadership-social justice)

Health & Wellness Partners

Led by PUSD Health Programs and Student Wellness and Support Services, Octavia E. Butler's community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic
- Vision 2 Learn- Vision screening and provision of glasses
- Rose Bowl Aquatic Center- Swim safety program for 6th-grade students
- Five Acres, THRIVE, PUSD Mental Health, Hillsides- Mental health services
- Families in Transition- PUSD McKinney Vento program to provide resources and information to support students experiencing homelessness to thrive in school
- Western Justice Center (peer mediation, community circles)

For these partnerships to function successfully, partnerships have written agreements or MOUs, written expectations for the scope of services or expectations, orientations to teachers for long-term in-class partnerships, and feedback forms so we can continue to improve partnerships based on feedback. Partners are always recognized publicly for their contributions so that we may maintain positive, sustained relationships. Regular partner meetings ensure clarity. To ensure that partnerships are mutually beneficial and responsive to the needs of the Octavia E. Butler community, the Senior Community Advocate will invite and engage community partners in relevant committees to share community school priorities and how the partner can align its efforts in support of established goals.





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

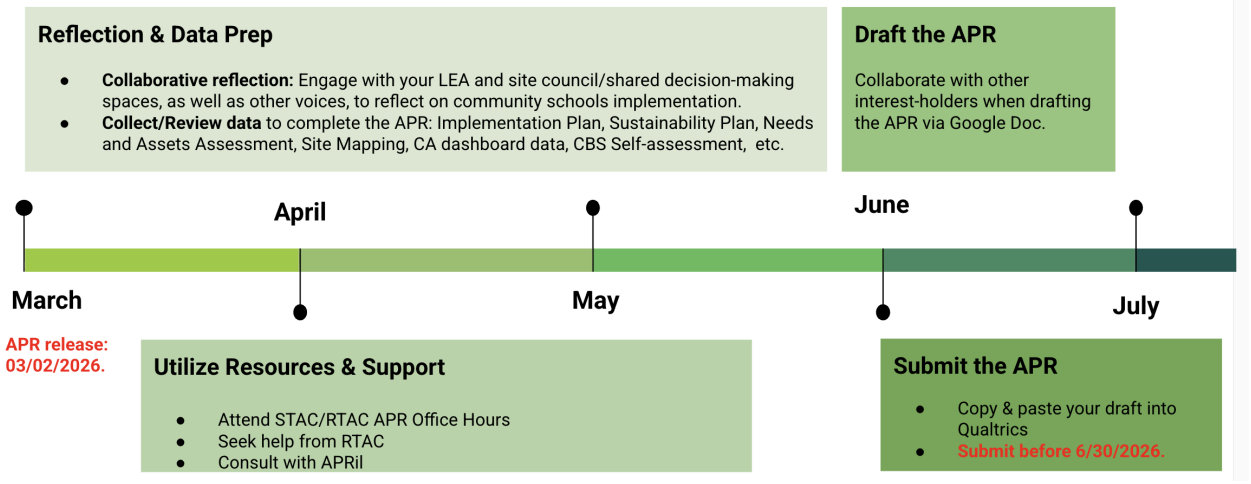
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles_____
Cohort	▼Cohort 1_____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679 _____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

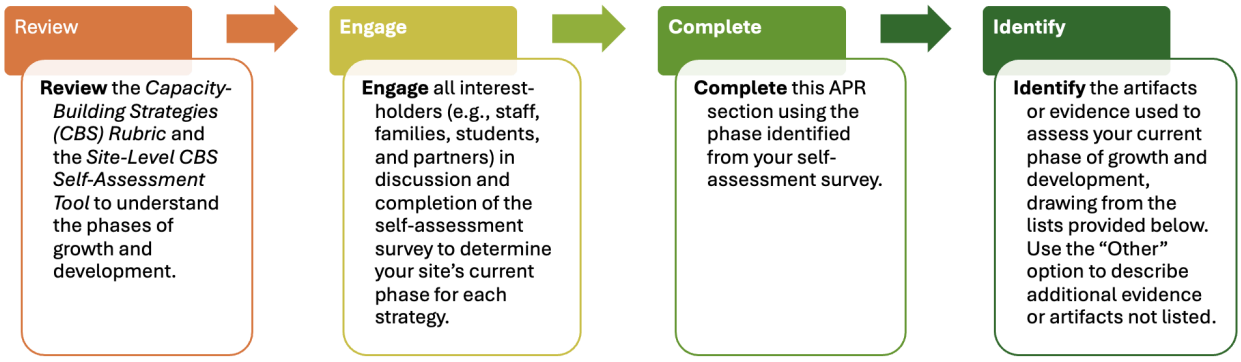
Name: Stella Franco-Allen
Job Title: Sr.Community Advocate
Email: francoallen.stella@pusd.us
Phone number: (626)396-5830

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☑ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☐ Team mapping
- ☑ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☐ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☑ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☐ Roles and responsibilities document that includes a process for ongoing revision
- ☐ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☐ Professional learning calendar and participation records specific to community school practices.
- ☐ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate) participate in restorative practices, trauma-informed, first aid, attendance strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☐ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☑ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☑ Feedback from existing service providers and partners
- ☑ Partnership evaluations
- ☑ Partners participation in school events
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☑ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Throughout the year, a shared commitment to students and families was evident in the collaborative work between school staff, community partners, and the Community Schools team. Working closely with on-site colleagues proved especially valuable when conducting outreach and distributing important information to parents and guardians. This partnership strengthened communication efforts and helped ensure families remained informed and connected to school resources and opportunities.

Community partners also played a significant role in supporting Octavia E. Butler Magnet (OEB). Their approach was grounded in listening to the school's needs rather than promoting their own programs. As a result, the supports, resources, and extracurricular opportunities offered were more closely aligned with the priorities of our students and families. This responsiveness fostered trust and created meaningful partnerships that benefited the school community.

Multi-Tiered System of Supports (MTSS) meetings further reinforced this collaborative culture. These meetings provided a space for group discussion, shared problem-solving, and the exchange of information about ongoing efforts across the school to support students and

families. By bringing together different perspectives and areas of expertise, MTSS meetings helped create a more coordinated and comprehensive support system.

A key factor in this process was the guidance provided by Community Schools Lead Veronica. She outlined clear steps, encouraged stakeholder input, and supported the school throughout the year as goals were developed, implemented, and monitored. Her leadership helped ensure that planning remained focused, collaborative, and responsive to emerging needs. Overall, the year demonstrated the power of shared understanding and collective action in creating stronger supports and opportunities for students and families.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☐	☑	☐	☑	☑	☑	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☑	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☐	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☐	☑	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☐	☑	☑	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☑	☑	☐	☑	☑	☐	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Students with disabilities	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Students participate in individualized supports, including: check-in with counselors, tutoring, home-visits, parent conferences, phone calls, and basic needs. Students participate in Tier 1 activities.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☐	☑
Before School (times/services)	☐	☑
After School (times/services)	☑	☐
Summer Programs	☑	☐

During School (learning pathways, differentiated instruction, lab times, etc.)	☐	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☑	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☐	☑
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,	Started im…					Learning…		

physical health)								
Professional development in cross-cultural learning curriculum, equity, and positive school climate.	Previously…	N/A	26	N/A		Learning…		Restorative Practices, STEAM
Coordination of services to provide health and wellness services to students and families	Previously…	510	N/A	N/A		Other		Sr.Advocate monitors case managed students, Mentorship programs are on-site.
Learning materials for after-school and summer programs.	Previously…	510	N/A	N/A		Local Co…		Robotics, AVID, CASL
After-school and summer enrichment programs and activities.	Previously…	191	N/A	N/A		Expande…		
Tutoring services and academic intervention support.	Previously…	106	N/A	N/A		Expande…		AVID

Note:

**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your	Explain the action(s) you took in the SY 2024-2025 to meet this goal

			Needs and Assets Assessment.	
Goal 1:	☑ Yes ☐ No	☐ Attendance & Absenteeism Reduction	Reduce Chronic Absenteeism by 3% by the end of the 25/26 SY.	Tier I activities: * Wellness Wednesdays; * Community Building Activities; * Student Check-ins; * Home visits; *Communica-tion with families; * Progress monitoring.
Goal 2:	☑ Yes ☐ No	☐ Parent Education & Resources	Increase the number of Parent Portal accounts and the number of participants at school events and parent groups.	We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC.) We have a dynamic Parent Teacher Student Association (PTSA) where parents regularly volunteer for special events. In May 2025 79.75% of parents had Parent Portal (P.P) accounts. On March 31st, 2026, 85.04% of parents had P.P. accounts. Due to our school's

				registration process at the start of the school year, all parents pass through a Parent Portal training station, encouraging more parents to open P.P. accounts. This process also increases parent knowledge of the benefits and better skills to access Parent Portal accounts. There has been an increase in this SY in parents taking the initiative to contact their student's teachers, seek student needs and resources and reference Parent Portal information. Capturing more parent emails through this registration process also increased the information to parents for Parentlink messages, parent workshops, district parent trainings, updates on the school website, and school weekly announcements

				. Parents are more engaged in monitoring their students' participation in school or their participation by way of interacting with teachers and attending school events.
Goal 3:	☑ Yes ☐ No	☐ Academic Achievement & Student Learning	Increase the percentage of student achievement in ELA and Math by 3% by the end of the 25/26 SY.	SPSA 29% of students will meet/exceed math target goals as measured by 2024/2025 SBAC math. Math teachers will strengthen their implementation of the Workshop Model in all Math classrooms. The Workshop Model allows for differentiation, intervention, small group instruction, and student

				conferencing. 34% of students proficient or above in ELA according to SBAC by May of 2025. AVID strategies will support the development of ELA and Critical Thinking skills in all students. We will continue to strengthen the implementation of AVID strategies throughout all classrooms. Parents and guardians feel welcome 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. By May 2026,

				the chronic rate will be 92% for all students. Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)

- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Chronic absenteeism rates ☐	The percentage of students who are absent on 10 percent or more of school days will decrease.	28.8%	25.8%	24.9%	21.9% Actual: 24.20%
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ ☐ Other locally determined measures	The percentage of parents with active Parent Portal Accounts	57.12%	58.14%	79.79%	82.0% Actual: 84.9%
Goal 3: If you have more than one metric for	☐ ☐ Proficiency scores, English Language Arts and Mathematics	The percentage of students who met or exceeded English Language Arts standards.	25.85%	25.14%	36.85%	39.85% Actual TBD

Goal 3, please add here.	☐					
	☐ Proficiency scores, English Language Arts and Mathematics ☐	The percentage of students who met or exceeded mathematics standards.	17.2%	16.5%	22.38%	25.38% Actual TBD

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

Our school remains committed to improving student outcomes by continuing to reduce chronic absenteeism, strengthen family engagement, and promote positive student behavior through a comprehensive system of supports. During the 2026–2027 school year, we aim to reduce chronic absenteeism by an additional 3% through targeted student check-ins, progress monitoring, and early intervention strategies.

School staff will conduct regular attendance reviews and identify students who are at risk of becoming chronically absent. Through personalized check-ins, mentoring opportunities, and ongoing progress monitoring, students will receive the support needed to address barriers to attendance and remain connected to school. Attendance data will be reviewed regularly to ensure timely interventions and continuous improvement.

To further support student success, we will increase parent and family engagement by expanding participation in the Parent Portal through collaboration with the PTSA and outreach to families of English Learners. Parent workshops, informational sessions, and targeted communication efforts will help families access student information, monitor academic progress, and strengthen home-school partnerships. By increasing Parent Portal usage,

families will be better equipped to support student learning and attendance.

In addition, the school will continue to reduce student suspensions through the implementation of a Multi-Tiered System of Supports (MTSS). Staff will utilize data-driven practices to identify students in need of behavioral and social-emotional support and provide appropriate Tier I, Tier II, and Tier III interventions. Restorative practices, social-emotional learning opportunities, and positive behavior supports will be implemented to foster a safe, inclusive, and supportive learning environment.

Together, these efforts will strengthen student engagement, improve attendance, increase family involvement, and reduce exclusionary discipline practices, ensuring that all students have equitable access to the academic, behavioral, and social-emotional supports necessary for success.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☑	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

Our school is committed to reducing student suspensions by fostering a positive school culture grounded in relationships, accountability, and support. Through the implementation of restorative practices, students are provided with opportunities to reflect on their actions, repair harm, and strengthen connections with peers and staff rather than being excluded from the learning environment. Restorative circles, conflict resolution strategies, and student-centered conversations help build trust, increase student voice, and promote a sense of belonging across campus.

In addition, our Multi-Tiered System of Supports (MTSS) framework ensures that behavioral, social-emotional, and academic needs are identified and addressed proactively. Through ongoing data monitoring, student check-ins, targeted interventions, counseling supports, and collaborative problem-solving teams, students receive the individualized support necessary to be successful. Staff members are trained in positive behavior supports and culturally

responsive practices to create consistent expectations and equitable outcomes for all students.

By integrating restorative practices with a strong MTSS framework, our school aims to reduce exclusionary discipline while increasing student engagement, attendance, and academic achievement. These efforts contribute to a safe, welcoming, and inclusive learning environment where students feel valued, supported, and empowered to make positive choices. As a result, we expect to see continued reductions in suspension rates and improvements in overall school climate and student well-being.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☑ ~~Centering Community-based Learning~~
- ☑ ~~Monitoring Progress and Developing Data Collection Tools~~
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☑ ~~Community Schools Sustainability~~
- ☑ ~~Engaging Communities, Policymakers & Educators in Shared Understanding~~
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family support inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☑ ~~Community Schools Coordinator(s)~~
- ☐ School Counselor/Social Worker/Psychologist
- ☐ Teacher(s)
- ☑ ~~Instructional Coach(es) (if applicable)~~
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☑ ~~Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)~~
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☐ Useful
- ☑ ~~Somewhat Useful~~
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://oebmagnet.pusd.us/academics/community-schools-home

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1q1dG7Sff6UX7_9Tye1ctKlOCJaqw4aZB/edit?gid=1459334122#gid=1459334122

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 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. 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;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Octavia E. Butler Magnet

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	$2,405,280	7,447	$322.99	369	$119,183.31