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
Eliot Arts Magnet	19-64881-6058465	April 28,2026	June 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
Hispanic Students and Students with Disabilities

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholders were involved in the planning process for the annual review and update of this SPSA:

1. School Site Council (SSC): Our SSC meets regularly, at least once a month. The meeting agendas always include reports from all school site parent groups, including PTA, ELAC, with budget updates from the Principal.
2. Eliot Faculty: The faculty meets on each A Monday. There is always an agenda that centers around academic achievement, rigorous arts instruction, as well as social emotional learning with a focus on restorative practices. There is time for the staff to share and ask questions.
3. PTA: Our PTA meets monthly on the third Tuesday at 6:00 pm. There is always an agenda with planned discussions around school initiatives taken on by the PTA. Principal is present and has a 15 minute presentation at each meeting.
4. The Instructional Leadership Team (ILT) meets bi-weekly. The ILT consists of the Principal, Data Facilitator, Counselor, Librarian Magnet Grant Coordinator and two MTSS Coaches.
5. School partners include Lightbrigner, Harmoney Project, Unusual Suspects, Mathnasium, Lineage Dance

Resource Inequities

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

About a third of current students were displaced by the Eaton Fires, and many families continue to experience housing instability. This disruption has affected students' access to consistent schooling, reliable meals, and the emotional support systems that are critical for learning and well-being. As a result, the school community has seen growing inequities in attendance, engagement, and academic performance, underscoring the need for continued support and targeted resources to help students recover and thrive.

School Vision and Mission

Mission:
We will create a distinguished arts magnet middle school with a dual language program exemplifying excellence in rigorous education.

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

HUSKY Values
Honor our Differences
Unite as One Community
Speak Kindly
Know your Worth
You Create You Inspire

Eliot Students are
Safe, Responsible ,Respectful

School Profile

Eliot Arts Magnet is an arts magnet a dual language school with a conservatory model that integrates curriculum melded with 21st century learning outcomes of Creativity/Innovation, Collaboration, Communication, Critical Thinking and Cultural Competency Skills.

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Eliot Arts 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	0.25%	%	0.30%	1		1
African American	22.03%	22.36%	21.99%	87	91	73
Asian	1.77%	1.72%	1.20%	7	7	4
Filipino	2.28%	1.97%	1.51%	9	8	5
Hispanic/Latino	55.95%	53.81%	52.41%	221	219	174
Pacific Islander	0.25%	%	%	1		
White	11.65%	12.78%	15.36%	46	52	51
Multiple/No Response	3.80%	4.91%	3.92%	15	20	13
			Total Enrollment	395	407	332

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	115	153	105
Grade 7	118	120	135
Grade 8	162	134	92
Total Enrollment	395	407	332

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	39	22	21	10.9%	9.9%	6.3%
Fluent English Proficient (FEP)	89	90	75	25.5%	22.5%	22.6%

Conclusions based on this data:

1. The number of English Language Learners decreased by 4% from 2023 to 2024.
2. Use of resource teacher to support reclassification of students should be continued.
3. Focus on support of recently reclassified English language learners is needed.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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	113	105	131	112	104	128	112	104	128	99.1	99	97.7
Grade 7	161	116	93	161	116	91	161	116	90	100.0	100	97.8
Grade 8	130	155	110	130	154	109	130	154	109	100.0	99.4	99.1
All Grades	404	376	334	403	374	328	403	374	327	99.8	99.5	98.2

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	2427.	2458.	2480.	3.57	4.81	13.28	9.82	14.42	19.53	20.54	28.85	27.34	66.07	51.92	39.84
Grade 7	2488.	2461.	2493.	13.04	2.59	10.00	13.66	15.52	18.89	24.22	24.14	30.00	49.07	57.76	41.11
Grade 8	2524.	2493.	2491.	13.85	7.14	2.75	19.23	21.43	23.85	31.54	21.43	27.52	35.38	50.00	45.87
All Grades	N/A	N/A	N/A	10.67	5.08	8.87	14.39	17.65	20.80	25.56	24.33	28.13	49.38	52.94	42.20

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	8.04	7.69	13.28	33.04	49.04	50.00	58.93	43.27	36.72
Grade 7	11.18	6.90	10.00	55.90	48.28	58.89	32.92	44.83	31.11
Grade 8	15.38	10.39	7.34	49.23	42.21	47.71	35.38	47.40	44.95
All Grades	11.66	8.56	10.40	47.39	45.99	51.68	40.94	45.45	37.92

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	0.89	5.77	7.81	31.25	41.35	48.44	67.86	52.88	43.75
Grade 7	11.80	7.76	8.89	36.65	37.93	50.00	51.55	54.31	41.11
Grade 8	10.77	6.49	7.34	51.54	43.51	44.04	37.69	50.00	48.62
All Grades	8.44	6.68	7.95	39.95	41.18	47.40	51.61	52.14	44.65

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	6.25	7.69	12.50	66.07	70.19	67.19	27.68	22.12	20.31
Grade 7	9.94	8.62	12.22	67.08	67.24	64.44	22.98	24.14	23.33
Grade 8	16.15	5.19	5.50	67.69	65.58	71.56	16.15	29.22	22.94
All Grades	10.92	6.95	10.09	67.00	67.38	67.89	22.08	25.67	22.02

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	6.25	2.88	13.28	58.93	65.38	62.50	34.82	31.73	24.22
Grade 7	8.70	3.45	11.11	60.87	58.62	55.56	30.43	37.93	33.33
Grade 8	13.08	9.74	6.42	62.31	62.34	60.55	24.62	27.92	33.03
All Grades	9.43	5.88	10.40	60.79	62.03	59.94	29.78	32.09	29.66

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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	113	105	130	113	104	128	113	104	128	100.0	99	98.5
Grade 7	161	116	93	161	116	91	161	116	91	100.0	100	97.8
Grade 8	130	155	110	130	154	109	130	154	109	100.0	99.4	99.1
All Grades	404	376	333	404	374	328	404	374	328	100.0	99.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2398.	2416.	2431.	2.65	5.77	4.69	4.42	4.81	7.81	20.35	20.19	26.56	72.57	69.23	60.94
Grade 7	2433.	2427.	2448.	1.86	4.31	8.79	12.42	4.31	8.79	13.66	18.97	15.38	72.05	72.41	67.03
Grade 8	2473.	2455.	2448.	6.92	5.19	4.59	12.31	7.79	12.84	16.15	20.78	14.68	64.62	66.23	67.89
Grade 11															
All Grades	N/A	N/A	N/A	3.71	5.08	5.79	10.15	5.88	9.76	16.34	20.05	19.51	69.80	68.98	64.94

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	3.54	5.77	3.13	20.35	16.35	29.69	76.11	77.88	67.19
Grade 7	3.11	1.72	8.79	28.57	25.00	23.08	68.32	73.28	68.13
Grade 8	6.92	5.19	2.75	34.62	31.17	37.61	58.46	63.64	59.63
Grade 11									
All Grades	4.46	4.28	4.57	28.22	25.13	30.49	67.33	70.59	64.94

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	1.77	3.85	5.47	25.66	34.62	42.97	72.57	61.54	51.56
Grade 7	1.24	4.31	7.69	44.10	31.03	39.56	54.66	64.66	52.75
Grade 8	7.69	5.19	3.67	37.69	46.10	44.95	54.62	48.70	51.38
All Grades	3.47	4.55	5.49	36.88	38.24	42.68	59.65	57.22	51.83

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	4.42	3.85	4.69	39.82	46.15	46.88	55.75	50.00	48.44
Grade 7	2.48	5.17	4.40	55.90	54.31	50.55	41.61	40.52	45.05
Grade 8	7.69	5.19	3.67	63.08	59.74	48.62	29.23	35.06	47.71
All Grades	4.70	4.81	4.27	53.71	54.28	48.48	41.58	40.91	47.26

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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	*	*	*	*	*	*	*	*	*	9	6	7
7	1542.0	*	*	1534.4	*	*	1548.9	*	*	17	7	*
8	*	1532.0	*	*	1528.8	*	*	1534.6	*	8	11	5
All Grades										34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	17.65	*	*	58.82	*	*	11.76	*	*	11.76	*	*	17	*	*
8	*	36.36	*	*	27.27	*	*	9.09	*	*	27.27	*	*	11	*
All Grades	23.53	25.00	0.00	47.06	33.33	60.00	20.59	25.00	13.33	8.82	16.67	26.67	34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	29.41	*	*	52.94	*	*	5.88	*	*	11.76	*	*	17	*	*
8	*	36.36	*	*	27.27	*	*	9.09	*	*	27.27	*	*	11	*
All Grades	41.18	33.33	20.00	44.12	41.67	53.33	5.88	8.33	6.67	8.82	16.67	20.00	34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	11.76	*	*	35.29	*	*	35.29	*	*	17.65	*	*	17	*	*
8	*	9.09	*	*	36.36	*	*	18.18	*	*	36.36	*	*	11	*
All Grades	8.82	8.33	0.00	41.18	25.00	13.33	32.35	37.50	46.67	17.65	29.17	40.00	34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*
7	5.88	*	*	76.47	*	*	17.65	*	*	17	*	*
8	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
All Grades	8.82	8.33	0.00	76.47	62.50	73.33	14.71	29.17	26.67	34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*
7	76.47	*	*	17.65	*	*	5.88	*	*	17	*	*
8	*	63.64	*	*	9.09	*	*	27.27	*	*	11	*
All Grades	76.47	62.50	66.67	17.65	20.83	13.33	5.88	16.67	20.00	34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*
7	17.65	*	*	52.94	*	*	29.41	*	*	17	*	*
8	*	27.27	*	*	18.18	*	*	54.55	*	*	11	*
All Grades	11.76	20.83	6.67	55.88	16.67	33.33	32.35	62.50	60.00	34	24	15

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	*	*	*	*	*	*	*	*	*	*	*	*
7	23.53	*	*	64.71	*	*	11.76	*	*	17	*	*
8	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
All Grades	23.53	12.50	0.00	67.65	66.67	80.00	8.82	20.83	20.00	34	24	15

Conclusions based on this data:

1. Additional resources are needed to support reclassification of students should be continued.
2. Inclusion of EL students in Arts based of electives that focus on reading speaking and listening skills should be continued.

School and Student Performance Data

Student Population

The 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**
407	**74.7%**	**5.4%**	**1.2%**
Total Number of Students enrolled in Eliot Arts Magnet.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	5.4%
Foster Youth	5	1.2%
Homeless	9	2.2%
Socioeconomically Disadvantaged	304	74.7%
Students with Disabilities	97	23.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	91	22.4%
American Indian	0	0.0%
Asian	7	1.7%
Filipino	8	2%
Hispanic	219	53.8%
Two or More Races	20	4.9%
Pacific Islander	0	0.0%
White	52	12.8%

Conclusions based on this data:

1. 74.7% of Eliot students are identified as Socioeconomically Disadvantaged. This creates a specific area that teachers should be mindful of within their classrooms. Ongoing professional development on the emotional impacts

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

2. The second largest subgroup of students at Eliot is Students with Disabilities. With 23.8% of students identified in this group, Inclusion practices and IEP/504 Compliance practices should also be included in professional development for all subjects.

3. The two largest ethnic groups at Eliot are Hispanic students, representing 53.8% of the school population, and African Americans, representing 22.4.% of the school population. However, these two ethnic groups still lag behind White students in achievement scores. As a result, focusing on closing the achievement gap for our Hispanic and African American students should be an emphasis in the classroom.

School and Student Performance Data

Overall Performance

The 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

3. School staff must identify engagement strategies to improve attendance, and decrease the rate of suspensions particularly of male students of color.

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.

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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 English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	2	0	0

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

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

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
58.9 points below standard	96.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 15.8 points	Increased 23.5 points	9 Students
332 Students	59 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	69.2 points below standard
3 Students	7 Students	Increased 16.1 points
		267 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
107.3 points below standard	89.5 points below standard	0 Students
Increased 19.1 points	Increased 24.2 points	
78 Students	77 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	72.5 points below standard
5 Students	8 Students	Increased 15 points
		179 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
20.1 points below standard	0 Students	5.5 points above standard
Declined 21.2 points		Declined 18.2 points
14 Students		43 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
121.2 points below standard	149.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 7.7 points	Increased 13.9 points	9 Students
333 Students	60 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	129.5 points below standard
3 Students	7 Students	Increased 8.5 points
		268 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
166.4 points below standard	155.7 points below standard	0 Students
Increased 7 points	Increased 20.1 points	
78 Students	77 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	137.7 points below standard
6 Students	8 Students	Increased 3.6 points
		180 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
74.2 points below standard	0 Students	43.9 points below standard
Declined 34.6 points		Declined 4.1 points
13 Students		43 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
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.

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 Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	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
 Orange	 No Performance Color	 No Performance Color
44.2 science points	44 science points	Fewer than 11 students - No Data for Privacy
Maintained 1.9 points	Increased 13.2 points	4 Students
113 Students	18 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	43.8 science points
1 Student	3 Students	Increased 4.6 points
		97 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
42.7 science points	37 science points	0 Students
Increased 9.2 points	Increased 3.4 points	
31 Students	29 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	43.9 science points
4 Students	2 Students	Increased 6.2 points
		60 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	50.5 science points
5 Students		Declined 18.8 points
		12 Students

Conclusions based on this data:

1. Overall improvement in achievement of grade level science standards.
2. More support is needed for students who are socio-economically disadvantaged in science.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
46.2 making progress.	making progress.
Number Students: 13 Students	Number Students: 6 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**
15.4%	38.5%	0%	46.2%

Conclusions based on this data:

1. The number of English Language Learners decreased by 15.4% from 2024 to 2025.
2. Use of resource teacher to support reclassification of students should be continued.
3. Strategies to support English Language Learners speaking and writing skills should be identified and implemented.

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.

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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.”

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.

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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	No Performance Color	No Performance Color
31.7% Chronically Absent	34.6% Chronically Absent	41.7% Chronically Absent
Declined 1	Increased 0.5	Increased 3.6
419 Students	26 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.5% Chronically Absent
9 Students	8 Students	Increased 1.1
		335 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
33.7% Chronically Absent	30.4% Chronically Absent	0 Students
Declined 4.9	Declined 3.2	
101 Students	92 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.2% Chronically Absent
7 Students	8 Students	Increased 1.5
		227 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
20% Chronically Absent	0 Students	25.5% Chronically Absent
Declined 6.9		Declined 2.2
30 Students		55 Students

Conclusions based on this data:

1. Displacement from Eaton Fires continues to be negatively affect student attendance.
2. School staff must identify engagement strategies to improve attendance and to reduce 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
2	2	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
13.7% suspended at least one day	7.4% suspended at least one day	8.3% suspended at least one day
Maintained -0.2%	Declined 7.8%	Declined 9.1%
430 Students	27 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	14.7% suspended at least one day
10 Students	10 Students	Increased 0.3%
		340 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
15.2% suspended at least one day	28.4% suspended at least one day	0 Students
Declined 7%	Increased 1.6%	
105 Students	95 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	11.3% suspended at least one day
7 Students	8 Students	Maintained 0.1%
		230 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
9.7% suspended at least one day	0 Students	3.4% suspended at least one day
Declined 1.9%		Declined 4.8%
31 Students		59 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By June 2027, the percentage of students meeting or exceeding grade-level expectations in English Language Arts will increase by 10 percentage points, as measured by i-Ready Diagnostic Reading results and CAASPP ELA assessment data.

Identified Need

The school has identified a need to improve student proficiency in English Language Arts (ELA) based on student performance data from both i-Ready Diagnostic assessments and CAASPP results. Current data indicates that a significant percentage of students are performing below grade-level standards in reading comprehension, vocabulary development, writing, and analytical thinking skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Increased 15.8 points	Continued improvement by 10%
iReady	30% at or above grade level	40% at or above grade level

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.

Professional development in cooperative learning strategies and arts integration has proven successful, contributing to increased academic engagement across classrooms. Continuing these

efforts, with an added focus on differentiating instruction to better support students with disabilities, will further strengthen outcomes and ensure all learners are effectively supported.

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

None at this time

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

None at this time

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide resources and training to Implement standards-aligned, data-driven ELA instruction using i-Ready diagnostic and growth data to guide differentiated instruction and targeted 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)
1516	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Certificated supplemental pay to support teacher professional development and collaborative planning focused on structured writing, academic discussion, and cross-curricular integration.

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)
7350	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)

English Language Learners

Strategy/Activity

Bilingual Aide to Support English Language Learners and students recently reclassified as English proficient. .75

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)
54064	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 # 1 & 7

Goal 1(Broad) : Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.
Goal 7: By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) at a rate of 30% or higher,
Reduce the number of long-term English Learners (LTEL) to less than 8.5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 2

By June 2027, the percentage of students meeting or exceeding grade-level expectations in mathematics will increase by 10 percentage points, as measured by i-Ready Diagnostic results and CAASPP Mathematics assessment data.

Identified Need

The school has identified a need to improve student proficiency in mathematics based on multiple measures of student achievement, including CAASPP results, local benchmark assessments, and classroom performance data. Current data indicates that a significant number of students are performing below grade-level standards in key mathematical domains, including number sense, problem solving, algebraic reasoning, and mathematical communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Improved by 7.7 points	Increase performance by 10 %
iReady	18% of students at or above grade level	Increase by 10 % to 28% of students at or above grade level

Annual Review

SPSA Year Reviewed: 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.

Professional development in cooperative learning strategies and arts integration has proven successful, contributing to increased academic engagement across classrooms. Continuing these efforts, with an added focus on differentiating instruction to better support students with disabilities, will further strengthen outcomes and ensure all learners are effectively supported.

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

None at this time

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

None at this time

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement standards-aligned, data-driven mathematics instruction using i-Ready diagnostic and growth data to guide differentiated instruction and targeted support.
Purchase hands-on manipulatives, technology tools, curriculum resources, intervention materials, and classroom equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase opportunities for students to participate in project based learning where they apply mathematic concepts to solve real world problems.

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

Amount(s)	Source(s)

Strategy/Activity 3

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

All students

Strategy/Activity

To support teachers during Professional development in:
Differentiated Instruction (UDL)
Culturally responsive teaching practices

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

Amount(s)	Source(s)
4000	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 # 3

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

Goal 3

By June 2027, the school will reduce student suspensions and chronic absenteeism by 25%, as measured by district discipline data, CALPADS reports, and site attendance records.

Identified Need

20% of students are chronically absent (missing 10% or more of school days)
21 (year to date) students received one or more suspensions during the 2025–2026 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By the end of the 2026–2027 school year chronic absenteeism will decrease by 25%	Declined by 1%	Decline by 24%
By the end of the 2026–2027 school year suspensions will decrease by 25%	Maintained by .02%	Decline by 25%

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.

Engagement strategies such as arts integration, cooperative learning, and restorative circles have proven to be meaningful interventions, contributing to reductions in suspension rates and improvements in chronic absenteeism. Additionally, the implementation of a consistent Positive Behavior Intervention plan has led to increased student engagement and a more supportive school climate.

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

None at this time

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

None at this time

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Support & Activity Aide (33 hours per week) will provide targeted support by facilitating mediation and restorative circles, conducting regular student check-ins, accompanying staff on home visits, and helping create engaging activities and opportunities for students during the school day. These supports will strengthen positive relationships between students, families, and school staff while helping identify and address barriers to attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31,928	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire Clerk Typist to ensure support data management, documentation of interventions and communicate with parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

10616	LCFF Supplemental and Concentration (S/C)
45266	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community school supports to provide proactive attendance supports:
Early identification of at-risk students through weekly attendance monitoring
Family outreach, home visits, and attendance conferences
Incentives and recognition for improved attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 4

By June 2027, the school will increase parent and family engagement by 30%, as measured by growth in PTSA membership and active Parent Portal usage, through consistent communication, targeted outreach, and accessible family support.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTSA Membership	Current membership: 49	Increase membership to 150
Parent Portal Accounts	Percentage parents who currently have accounts: 93.47%	Increase percentage of parents with accounts to 99%
ELAC	No Meetings held 2025-26	Hold Bimonthly meetings
African American Council	Three Meetings Held	Hold Bimonthly meetings

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.

Parent involvement has increased significantly, as evidenced by growing PTSA membership, stronger fundraising through the Annual Fund, and the establishment of the African American Parent Council. Continued outreach and intentional communication to non-English-speaking families remains a priority to ensure all families are informed, included, and engaged.

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

None at this time

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

None at this time

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use multiple platforms (texts, calls, flyers, social media, school app) in families' home languages.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide consistent, multilingual communication through email, text, newsletters, and the school website.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer family workshops on using the Parent Portal to monitor grades, attendance, and school communication.

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)
1827	Title I Part A: Parent Involvement

Strategy/Activity 4

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

All students

Strategy/Activity

Provide flexible meeting options (virtual and in-person) to improve accessibility for working families.

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 5

By June 2027, all students will have expanded access to arts learning and enrichment opportunities during and beyond the school day. Increased arts integration in core classrooms and continuing expanded elective offerings will result in increased student engagement, stronger staff–student relationships, and a measurable increase in student participation in school arts programs.

Identified Need

Continued growth and the development of a sustainability plan for the Arts Conservatory model remain a priority. In this model, students engage in rigorous instruction in one of four disciplines—visual art, dance, theatre, or music—during both the school day and after school. Currently, more than two-thirds of students are enrolled in the after-school conservatory, reflecting strong interest and commitment to the arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students participating in after-school arts conservatory programs	88% students participating in after-school arts conservatory programs	90% of students participating in after school arts programs
Integrated arts units	6 fully integrated arts units	8 fully integrated arts units
Variety of electives offered	15 electives offered	17 electives offered
The percentage of students meeting or exceeding standards on the (CAASPP) English Language Arts and Mathematics assessments will increase by at least 5 percentage points schoolwide, reflecting the positive impact of increased engagement, arts integration, and strengthened staff–student relationships on overall academic achievement.	ELA (-158.9) Math (-121.2)	ELA (-56) Math(-116)

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.

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

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

None at this time

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

None at this time

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Music teacher to increase arts offering during and after school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 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.

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

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

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

Strategy/Activity 1

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

Students with disabilities

Strategy/Activity

Identify and implement engagement and differentiation strategies primarily designed to support students with disabilties

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

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Amount(s)	Source(s)

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 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 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.

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

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

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 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.

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

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

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

Strategy/Activity 1

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

Strategy/Activity

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

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

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	$108507
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	$108507
Other State/Local Funds provided to the school	$48060

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: $156,567

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	48060	0.00
Title I Part A: Parent Involvement	1827	0.00
Title I Part A: Allocation	106680	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	48,060.00
Title I Part A: Allocation	106,680.00
Title I Part A: Parent Involvement	1,827.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Lanisha Mckenzie on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for 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: Eliot Middle School

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	254	$82,039.46

PUSD School-Site Attendance Improvement Plan

School:	Eliot Arts Magnet	**Principal:**	Lanisha Mckenzie
School Number:	6058465	**Counselor:**	Jody Simmons
Date Completed:	April 27th 2026	**Principal Signature:**	

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
18%	20%	15%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Continue to use multiple metrics to identify chronically absent and truant students. Hold biweekly meetings to review data and plan SART meetings regularly. Continue to hold Husky Watch MTSS meetings weekly	*Bi Weekly - Attendance Meetings* *Husky Watch Meetings - Weekly*	Reduction of Chronic Absenteeism by 25%

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Attendance team will include Principal, Registrar, MTSS Coach and counselor	*Bi Weekly*	Reduction of Chronic Absenteeism by 10% Regular meetings held consistently, SART meetings held frequently

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	● Use data to identify students with attendance struggles ● Engaging, arts integrated instruction ● Provide transportation (TAP cards) mental health services to address attendance barriers ● Provide incentive and recognition programs	Husky Watch will meet weekly and attendance team will meet biweekly	Improved GPAs measured in Panorama Improved Attendance Rate
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Outreach is provided through teacher communications, weekly newsletters, ensuring parents have access to parent portal and home visits when necessary	Weekly Phone Blast Weekly Email Newsletter Parent Portal Available Daily	Parent Survey Improved GPAs measured in Panorama Improved Attendance Rate

GOAL 3: INTERVENTION & RE-ENGAGEMENT

Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Attendance circles have been a powerful strategy to help identify and address barriers to attendance and to engage students with a sense of community and to connect them to caring staff who know and understand their needs.	Monthly Attendance Circles	Student Surveys
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Support programs such as tutoring, check in meetings with the counselor and individual recognition will keep students engaged and celebrated as they re-enter the school community and began to start school regulary	Re- Entry Meetings held as needed Weekly tutoring. Recognition Ceremonies held every semester	Student Surveys Improved GPAs measured in Panorama Improved Attendance Rate

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

Eliot Arts Magnet
Lanisha Mckenzie, Principal
mckenzie.lanisha@pusd.us
(626)396-5600

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:

Eliot Arts Magnet has developed a strong shared decision-making process to guide the implementation of the Community Schools Grant. The school has prioritized meaningful engagement of stakeholders—including teachers, students, School Site Council, PTSA, and the Annual Fund committee—to ensure broad understanding of the grant's purpose and goals.
In addition to the data collection described in Priority 1, Eliot has engaged in the following outreach strategies to share information about community schools:

- Presentations to parent leadership groups including the PTA and English Learner Advisory Committee, School Site Council, and Annual Fund Committee
- Participating School and district events (Community Schools Kick-off)
- Establishing a schoolwide referral for services form

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

- Assets-Driven and Strength-Based Practice: Integrate students' experience, family, history, culture, and language throughout the curriculum through the development of arts-integrated lessons that engage students' interests. Host recognition programs that highlight students' unique strengths and improvement in attendance, academics, arts. Celebrate students through events and performances. Provide opportunities for students to apply their unique interests and talents (e.g. stage tech program to include students who may not see themselves as artists and excel in technical skills).
- 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 creating positive classroom climates, social contracts, managing classroom challenges with restorative practices, individualized coaching for staff, sample conflict resolution scripts, parent phone call scripts, student agreement forms; PBIS-Husky bucks, greeting students at the door, catching students doing good things - redemption in game room, student store; Restorative practices (Restorative circles) among teachers/admin in working with students during conflict; Use MTSS structures to be proactive, align supports to needs, and plan for alternatives to suspension (ATS) including relevant curriculum to use for ATS. Include classified staff in supporting restorative practices.
- Powerful, Culturally Proficient, and Relevant Instruction: Provide teacher training in inclusive and culturally responsive practices and pedagogy. Support teachers to include these strategies in their magnet-themed units.
- Shared Decision-Making and Participatory Practices: Increase participation of teachers on the instructional leadership team. Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Include virtual options for committees to broaden parent participation. Align school plans, magnet plans, and the community school implementation plan as part of the collaborative planning and continuous improvement process.

The above strategies will be taught and molded through ongoing staff development. In staff meetings and during the summer there will be opportunities for professional development in these areas. Parents will be offered workshops to support their shared understanding of these core commitments.

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.

The school community has been involved in reviewing the needs assessment data, identifying priority areas, and shaping the strategies and activities designed to meet those goals. These conversations take place in faculty meetings, School Site Council meetings, PTSA gatherings, and student-centered discussions, creating multiple entry points for voice and feedback. The needs assessment findings are also embedded in the school's Single Plan for Student Achievement, ensuring alignment between grant initiatives and the site's overall improvement goals.

Eliot has a 50% Data Facilitator to work with parents and staff to interpret and analyze data. Subject matter experts additionally support close monitoring and analysis of each type of data (e.g. instructional coaches for Mathematics and English Language Arts scores (iReady Diagnostic Data), an attendance clerk for attendance data, the Community Advocate for student engagement/suspension/referral data, and a Magnet Coordinator who collects and monitors thematic curriculum and professional development data as well as enrollment and parent engagement data. These team members share their respective data sets with the School Site Council, the English Learner Advisory Committee, and the Magnet Advisory Board.

The school's leadership team also meets with teachers 2-3 times per year to conduct data analysis and identify actions to support improved student performance. Other ongoing data collection strategies include surveys to gather input on school priorities and to understand staff and parent perspectives as well as student empathy interviews.

Non-profit partner Communities in Schools supported Eliot in reviewing this data in addition to community resource data; and staff, student, and parent survey data (California Healthy Kids Survey) to complete the site needs assessment. The Panorama survey and a Magnet survey were also administered to understand individual student perspectives and Eliot's implementation of its thematic arts program.

To develop priorities, site leadership engaged the team in root cause analysis, including the "5 Whys" strategy." Top findings were summarized in the Needs and Assets Assessment and used to develop a school support plan, which outlines site goals that align with the School Plan for Student Achievement. Through coaching from CIS and the support from central office staff, Eliot identified and continues to monitor progress toward community school goals that align with PUSD's strategic plan.

Next steps include increasing visibility around how Community Schools Grant funds are being used. The school plans to more intentionally advertise when events, services, or resources are funded or supported by the grant. This will further promote transparency, celebrate the impact of the funding, and reinforce the shared commitment of the Eliot community to student success

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**
Increase school-wide daily attendance by 3% for the 25/26 SY.	The Attendance Review Team meets bi-weekly to identify students struggling with attendance, follow up with student check-ins and referrals. Events and activities during lunch to support student engagement. Grade-level competitions to encourage student attendance. Home visits as needed. Parent and administration conference as needed. Students participate in attendance circles to build a sense of belonging and nurture relationships.
Improve parent and student engagement by increasing participation; attendance numbers.	Yearly events that support parent participation and encourage student engagement. Lunch activities for students (every day) Positive Behavior is rewarded with Huskie bucks that students can use during lunch to purchase small gifts. Food and clothing distribution events; giveaway toys, backpacks, etc. ASB increases activities for school-wide participation. Expanded Learning Opportunities: Drama, Music, Art, etc. AAPC parent group is now regularly scheduled. PTSA participates in school and district events.
Increase CAASPP Math Average scores; shift from (Red) to (Yellow)	Tutoring opportunities during and after school. Senior Community Advocate follows up with student progress; manages progress monitoring. Teachers differentiate instruction. Focus on self-efficacy.

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
Provide after-school music and arts experiences that represent different racial/ethnic backgrounds.	Provide conservatory arts classes representative of diverse cultures (e.g., Conga kids- social dances and music of the African diaspora; Harmony Project- mariachi; Harambee- gospel choir; Lineage- ballet folklorico). Fund teaching artists who show students how academic concepts can translate into authentic art and community engagement.
Provide classroom learning experiences that represent different racial/ethnic backgrounds.	Provide professional development and support for teachers to incorporate diverse mentor texts, artworks, etc., in their newly developing arts-integrated units. Provide cultural events on campus, exposing students to rich artistic and cultural assets in their community.

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.	Provide student leadership training to build up and recruit more student leaders - increase Student leadership capacity Provide scheduling flexibility for leadership opportunities. Engage in early recruitment of student leaders. Provide student leadership training by attending CASL conferences. Increase opportunities for students to collaborate and plan student engagement activities (student rallies, dances, etc.). Include a subset of ASB to be leaders for shadow days to model and instill Husky Values.
Expand opportunities for parent collaboration.	Magnet and Community School initiatives are integrated in the School Site Council meeting. Host events to welcome parents/guardians to the school community(other schools invited to perform, showcase of conservatory, auction, Art Walk, Fauxchella). Promote collaboration with Altadena Arts 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. Remove any barriers to participation. The Advocate provides informational presentations on the Community School initiative, survey results, and data. She collects feedback/input from parents.

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):

Eliot continues to demonstrate the power of a collaborative leadership model through the implementation of the Community in Schools grant. Rather than assigning the work to a single

individual, the school has intentionally embedded the Community Schools Advocate into existing leadership and decision-making structures to ensure alignment, shared ownership, and sustainability.

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, Magnet Grant Coordinator, MTSS coach, Data Facilitator, and Counselor.
2. **School Site Council**- The School Site Council includes the Community Advocate, teachers, classified staff, principal, key partners, student representation, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing and special committees regarding focus of SPSA. Magnet and Community School initiatives are integrated in the School Site Council meeting.
3. **The Husky Watch-** team exemplifies this collaborative approach. The team includes instructional coaches who focus on academic and behavior supports, the school counselor, an administrator, who review student data and identify targeted interventions. The Community Schools Advocate contributes valuable insight into family engagement, community partnerships, and access to resources, helping the team address barriers that extend beyond the classroom. This integrated approach strengthens our tiered support system by ensuring students receive both instructional interventions and wraparound services when needed.
4. **The Community Schools Advocate** plays an integral role on key leadership teams, including the School Site Council, PTSA, and the Husky Watch team, which oversees the implementation of our Multi-Tiered System of Support (MTSS). By participating in these groups, the Advocate ensures that grant initiatives are directly connected to schoolwide goals, student achievement data, and community voice. This structure prevents siloed efforts and instead promotes strategic coordination across academic, behavioral, and social-emotional supports.

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
Reviewing and revising the sustainability plan yearly in alignment with Community school goals and SPSA.	Collaborate with the school community to develop the sustainability plan. Documented outreach resources; Policies, procedures, and norms A key component of the sustainability strategy is alignment. Eliot is intentionally connecting the goals of the partner programs with the objectives of the Community in Schools grant as well as the broader priorities outlined in the Single Plan for Student Achievement (SPSA). This alignment ensures that the initiatives supported by the grant are integrated into the school's long-term planning, making it easier to continue or expand services using site-directed funds.

Key Staff/Personnel

Lanisha Mckenzie, Principal	Provide leadership and support, participate in the advisory council, support the alignment of initiatives
Madelyn Velasquez Martinez, 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 impact of integrated student supports, foster communication between

	parents/staff and community partners, maintain data/records related to community school activities
Elia Terriquez, 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)
Armenui Manasarian, Magnet Coordinator	Lead parent and community outreach, facilitate meetings of teachers/staff and parents, lead coordination of purchases for classroom instructional materials to integrate the school theme, lead data collection for program evaluation; Support teachers in developing theme-integrated lessons and assessments across all academic content areas
Erica Peters, MTSS Coach	Conduct workshops, organize professional development, demonstrate strategies, assist teachers with curriculum differentiation, and provide and/or arrange coaching for teachers
Mary Shimazaki, 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
Jeffrey Bracamonte, Data Facilitator	Support progress monitoring and data analysis, data chats

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

Building Capacity
Eliot is in the engaging phase for designing sustainable systems to create an engaging community school that maintains high expectations for students and supports their academic, social-emotional, and physical well-being. The team is collaborating to establish and maintain sustainable systems that meet student needs and program interests. This includes exploring scheduling options, collaborating with various departments to design programs (Magnet, Community Schools, Arts, Expanded Learning Programs, etc), and building and training into community school systems and practices.

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.

The admin. team, instructional coaches, and professional development partners are providing teacher training in schoolwide practices (restorative practices, common note-taking, common things to have on Canvas), arts integration, and curricular themes to ensure that teachers have the capacity to continue integrating the arts and schoolwide instructional and restorative practices when funding for significant training is no longer available. Eliot has set a training target of an average of 50 hours of training per teacher in thematic instruction and an average of 50 hours of training per teacher in school wide reforms, to include workshops, coaching, and trainer of trainers opportunities wherein teachers share what they have learned after attending a training. Key professional development partners include Western Justice Center, Kagan, Communities in Schools, and The Music Center.

As part of its sustainability plan, staff will maintain documentation of ongoing training resources such as toolkits and videos and develop onboarding training and materials for new staff as well as reduced-cost “refresher” training at the sites. District-funded MTSS Coaches will provide onboarding and ongoing training to new staff as needed.

Documenting Program Components and Schoolwide Systems
Teachers and program staff will spend extensive time documenting newly developed instructional units that integrate the arts and schoolwide restorative practices. Teachers will document the integrated curriculum by developing units, which will be stored in a shared Drive and published on a Google Site. Files for parent and community outreach will also be stored in a shared Drive. This shared drive is owned by a team, as opposed to an individual owner, so the files will remain accessible as magnet staff transition into new roles after funding ends.

The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering community input and incorporating feedback.

Identifying Long-term Funding Streams
Staff will largely focus grant spending on temporary personnel, one-time purchases, and training. There are, however, some anticipated ongoing expenses that will require long-term funding, such as expanded learning 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. Eliot’s Magnet Advisory Board and School Site Council/CS Advisory Council will play a key role in establishing, expanding, and

strengthening community and industry partnerships to provide low and no-cost services to students and families and in diversifying funding sources to sustain ongoing fee-based services.

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
Use the MTSS Model to provide strategic academic and social-emotional supports to students	Conduct annual school needs and assets assessment. Identify potential partners to address identified Tier 1, Tier 2, and Tier 3 needs for academic intervention and student well-being. Establish MOUs with partners, including the scope of services and schedules.
Develop partnerships that are sustainable and meet student needs	Mapping and evaluating partnerships Create a timeline of services based on student need

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:

Current Partnerships
Professional Development Partners

- Communities in Schools- Establishing community school practices (needs assessment, case management, data management, school support plan)
- Western Justice Center- Restorative Circles, Peer Mediation, and Restorative Language/ Strategies in the classroom.
- Focus 5 and The Music Center- Arts integration strategies to promote high student engagement in content area lessons/units
- Light Bringer - Art integration
- Harmony Project -Music/Instrument integration, including Mariachi

Expanded Learning Partners

- Light Bringer Project- Eliot partners with Light Bringer Project to provide after-school visual arts instruction and enrichment opportunities twice/week.
- Harmony Project- Harmony Project offers after-school mariachi and drumline classes
- Flintridge Center- Offers Student engagement during lunch, SEL during advisory, and after-school instruction and tutoring.
- PUSD Learns- Partners with Eliot to provide a comprehensive after-school conservatory program on-site and offers summer programs at reduced costs to PUSD students.
- Usual Suspects- After-school film production classes
- Tutor Me, Mathnasium
- Boys and Girls Club
- Day One - Life Skills
- Chargers - Provided students with free books

Health & Wellness Partners

Led by PUSD Health Programs and Student Wellness and Support Services, Eliot community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic
- Foothill Family Services- Mental health services
- THRIVE- Mental health services
- LA Food Bank- Fresh produce distribution events on campus
- KIND -provides resources (basic needs)
- PEF - Teacher Grants, Gift Cards, and relief aid
- Vision 2 Learn
- Shoes that Fit

To ensure that partnerships are responsive to the needs of the Eliot community, Eliot engages community partners on the Magnet Advisory Board and as part of the COST Team to share community school priorities and how the partner can align its efforts in support of established goals.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.





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

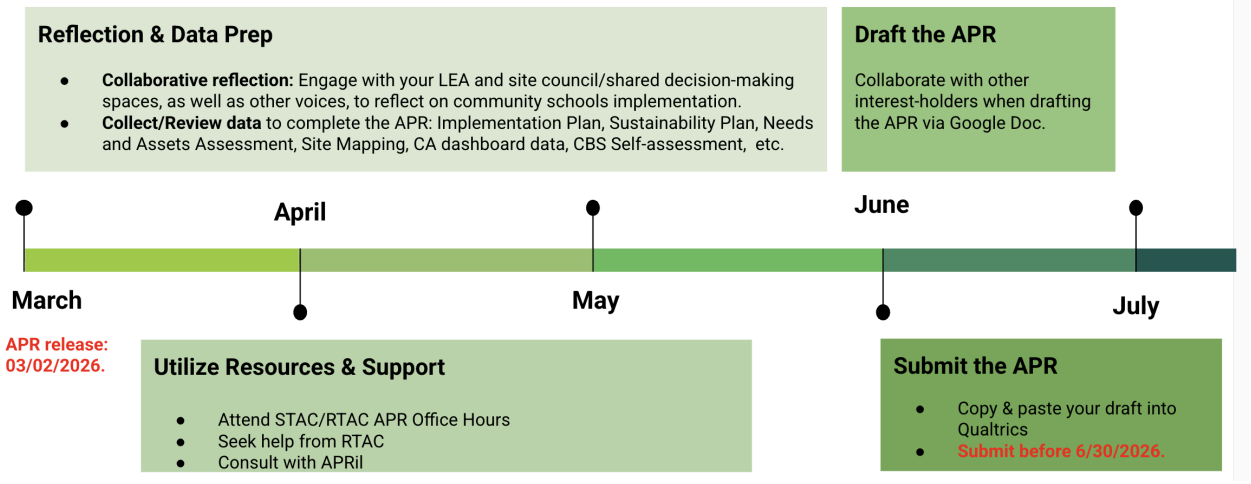
Please reference the following resources:

- 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.

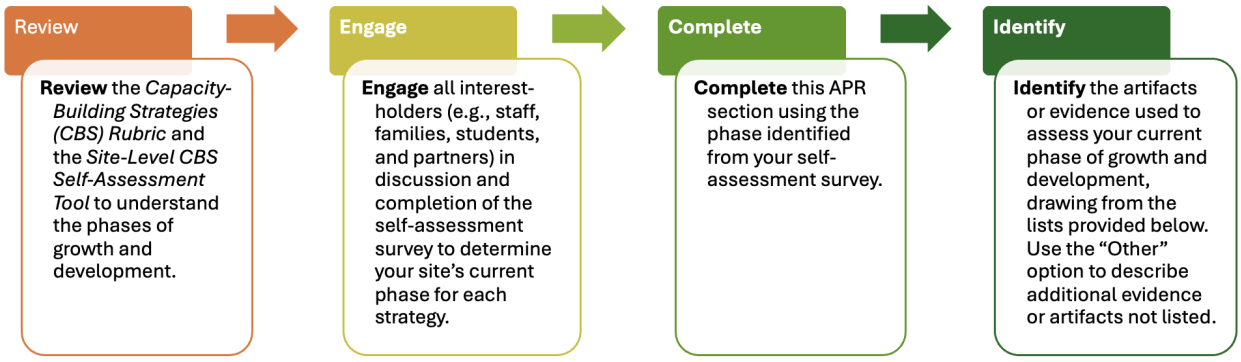
Name: Madelyn Velasquez Martinez
Job Title: Senior Community Advocate
Email: velasquezmartinez.ma@pusd.us
Phone number: 626.396.5680

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

Centering Community-Based Learning

At Eliot Arts Magnet, Community-Based Learning is strengthened by educators' growing skills and confidence, developed through ongoing, teacher-led professional learning, collaborative planning, and access to thoughtfully curated resources. Structures such as Advisory further support teachers in creating inclusive, supportive learning environments where all students can thrive. A strong emphasis is placed on addressing the interests, strengths, and unique learning needs of vulnerable students, ensuring equitable access to meaningful, arts-integrated experiences. Teachers at Eliot actively learn from one another, sharing strategies and insights that reinforce a cohesive, art-integrated curriculum for every student on campus. This collective approach empowers educators to design authentic learning opportunities that connect students to their community while fostering both academic and personal growth.

Strategic Community Partnerships

Eliot Arts Magnet establishes strong, well-aligned partnerships that broaden access to essential services and enrich the overall experience for both students and families. By collaborating with community organizations and service providers, the school ensures that

students receive comprehensive support that extends beyond the classroom. These partnerships are intentionally developed and regularly reviewed to assess their effectiveness, ensuring they remain responsive to the evolving needs of the school community. Through this ongoing evaluation and alignment, Eliot sustains meaningful collaborations that enhance student well-being, strengthen family engagement, and contribute to a more supportive and connected learning environment.

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?

The Community Advocate has engaged with this group through interviews, ensuring strong communication and collaboration. All campus announcements and flyers sent home are bilingual, promoting accessibility and inclusion for families. Students receive integrated support that addresses basic needs, tutoring, arts integration, and transportation, helping them thrive both academically and personally. Additionally, they participate in expanded learning opportunities such as engaging lunch activities, after-school tutoring, and an on-campus arts conservatory, which further enrich their educational experience.

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)	
Coordination of services to provide health and wellness services to students and	Previously…	335	N/A	N/A		Local Co…		Referrals, Case Management

families, increased on-site health services.								
Mental Health Screening and Services	Previously…	TBC				Full Service Community Schools		
Professional development in positive behavioral supports, arts integration	Previously…	N/A	26	N/A		Other Magnet Schools Assistance Program		Restorative Practices, Kagan
Summer Programs	Started im…	79				Magnet Schools Assistance Program		Summer Conservatory
Tutoring services and academic intervention support	Started im…	70	N/A	N/A				Vendor: Mathnasium, TutorMe
Student leadership training	Previously…	30	N/A	N/A		Other	Partnerships	Western Justice Center

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: Increase the percentage of proficiency in Math by 3% yearly.	☑ Yes ☐ No	☐ Academic Achievement & Student Learning	This goal was developed with the data from the School Plan for Student Achievement and the I-Ready Diagnostic assessments, which were used to inform the Needs and Assets Assessment.	In late fall 2024, Eliot launched a math-specific intervention program after school. However, the program saw limited success due to low student engagement outside regular school hours. In February 2024, the approach was revised to provide increased support during the school day, with tutors assisting in multiple classrooms. This support continued into Fall 2025.
Goal 2: Parent participation in school	☑ Yes ☐ No	☐ Family & Community Engagement ☐	This goal was developed based on input for the school's Needs and Assets	At the start of the school year, parents enrolled in the parent portal during the student

activities will increase by 3%.			Assessment, which included a review of the School Plan which indicated low parent participation.	registration process. School staff also attended all major school events—including Back to School Night, open houses, and performances—to assist families with portal registration. These efforts increased parent portal enrollment from 66.6% to 78.7%. Additionally, PTSA membership grew significantly, rising from fewer than 50 members last year to 98 members this year.
Goal 3: Chronic	☑ Yes ☐ No	☐ Attendance & Absenteeism Reduction	This goal was based on data from the school Needs	Due to the Eaton Fire,the attendance rate declined

absenteeism will be reduced by 2%.			and Assets Assessment.	to 87.4% in February but has since improved to 91.9%. Chronic absenteeism has also decreased significantly, from 51.7% to 19.4%, showing a modest improvement since the beginning of the year. To address attendance issues, the RTI team meets weekly to review attendance data. Staff members are actively meeting with students and parents to provide guidance and support, including strategies to help families maintain consistent attendance. Additionally,

				we are holding regular awards assemblies to recognize strong attendance and give regular lunchtime incentives

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)	SY 2025-2026 (report numeric values only)	Desired Outcome Year 5 (SY 2026-2027)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Proficiency scores, English Language Arts and Mathematics	Increase the percentage of proficiency in Math by 3% yearly	13.86%	10.96%	15.55%	Not yet available	21.55%
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ Other locally determined measures	Parent Portal participation in school activities will increase by 3%.	63.66%	66.83%	81.53%	94.33%	97.33%
Goal 3: If you have more than one metric for Goal 3,	☐ Chronic absenteeism rates	The percentage of students who are absent on 10 percent or more of the school days will decrease.	32.7%	32.8%	31.7%	24.38%	21.38%

please add here.							

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: 300

The percentage of students achieving grade-level proficiency in mathematics has shown a significant increase since the 2023–24 school year, reflecting the positive impact of several targeted academic initiatives implemented across the school. This growth demonstrates the effectiveness of a comprehensive approach to student learning that combines strong instructional practices, meaningful academic interventions, and engaging learning experiences.

One of the primary factors contributing to this improvement has been the adoption of standardized note-taking techniques across mathematics classrooms. By providing students with a consistent structure for organizing information, recording key concepts, and reviewing lesson content, these strategies have helped strengthen comprehension, retention, and problem-solving skills. Students have become more confident in their ability to access and apply mathematical concepts, leading to improved classroom performance and assessment outcomes.

In addition, the continued integration of the arts into the curriculum has played an important role in supporting student achievement. Through creative and hands-on learning opportunities, students have been able to engage with mathematical concepts in meaningful and accessible ways. The incorporation of visual, performing, and creative arts has helped increase student engagement, motivation, and critical thinking, making learning more relevant and enjoyable for a diverse range of learners.

Furthermore, the expansion of math tutoring programs has provided students with valuable opportunities for additional support both during the school day and in after-school settings. These tutoring services have allowed students to receive individualized assistance, practice essential skills, and address learning gaps in a supportive environment. As a result, students

have developed stronger mathematical foundations and greater confidence in their abilities.

Together, the implementation of structured instructional strategies, the integration of arts-based learning, and the availability of expanded tutoring support have created a comprehensive system of academic assistance. These efforts have contributed significantly to improved student outcomes and have played a key role in increasing overall mathematics proficiency across the school.

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

The Community Schools Implementation plan has steadily improved school climate over the years by centering relationships, inclusivity, and shared responsibility across the entire school community. By integrating Restorative Practices both inside and outside the classroom, Eliot Arts Magnet has shifted from punitive approaches to ones that emphasize accountability, dialogue, and healing, allowing students to feel seen, heard, and respected. These practices foster stronger connections among students and staff, reduce conflicts, and build a sense of belonging that supports both academic and social growth. In addition, a strong focus on collaborative leadership—especially elevating student voice in decision-making—has empowered students to take ownership of their school environment and culture. This inclusive approach has helped create a more welcoming and supportive space for students, staff, and families alike. As a result, Eliot Arts Magnet has developed a school culture that reflects and honors the unique identities, experiences, and strengths of the community it serves.

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.

- ☐ Centering Community-based Learning
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding

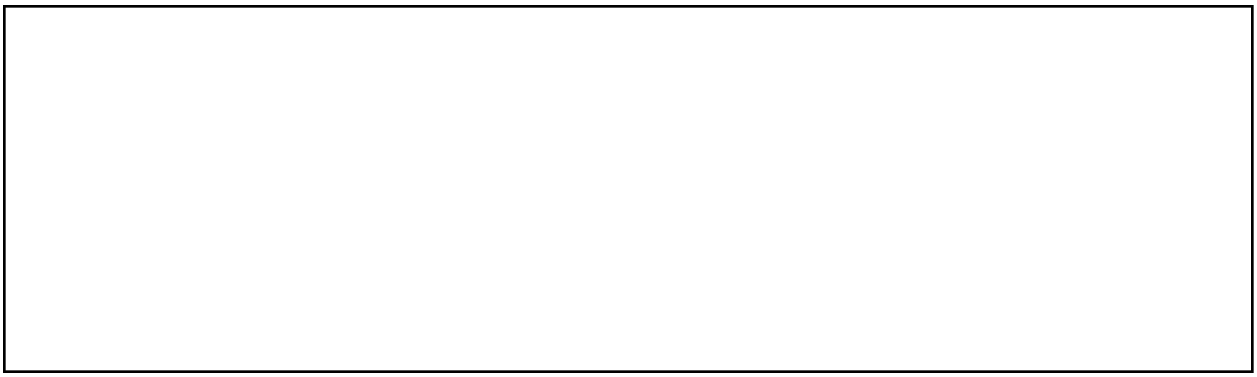
[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation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

Community Schools - Pasadena Unified School District

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?

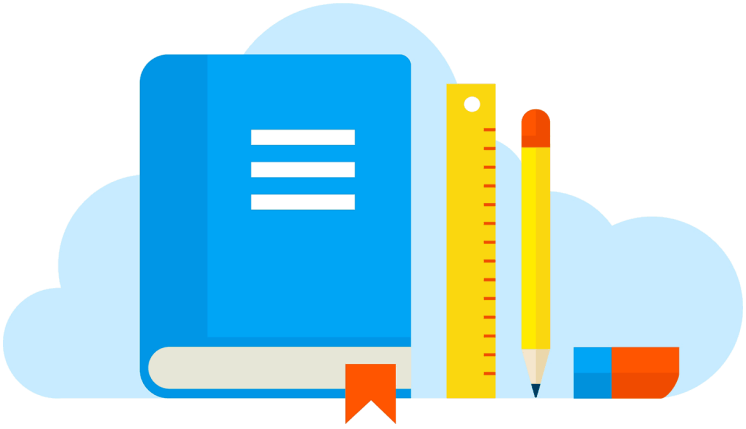
- ☑ ~~Yes~~
- ☐ No

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/document/d/1HhjAyiZMXvzg5wrg9miJRTsqhV_1WkOF/edit?usp=sharing&ouid=111434325088034679876&rtpof=true&sd=true



School Site Council (SPECIAL MEETING) April 2026

Date: 4/28/26, 3:30 - 3:50

Present: Derrick Bangle, Erica Peters, Dr. Jane Lambert, Jason Stohler, Jolie Simmons, Lanisha Mckenzie, Madelyn Velasquez Martinez, Shane Horan, Wendy Silva - Excused: Sarah & Traci

SPSA GOALS, BUDGET UPDATE & REALLOCATION

The council reviewed and voted on proposed budget reallocations to the Single Plan for Student Achievement (SPSA) for the upcoming school year:

Funding Reallocation Proposal:

- Principal Lanisha McKenzie noted that additional project aides will be paid for through outside funding sources, allowing the council to reallocate existing funds.

Staffing Allocations (Action Item):

- **Student Support Activities Aid (Coach Carl):** $15,925 was reallocated to cover benefits for Coach Carl. This adjustment was necessary because his position is over six hours, making him eligible for benefits.

- **Female Locker Room Coverage:** The plan to hire a female project aid to provide coverage in the locker room will proceed but will be funded out of a different source. This position will be 5.5 hours, which covers the majority of the school day while avoiding significant benefit costs.

- **Roving Substitute:** Principal McKenzie proposed allocating the remaining $9,702 for a roving substitute teacher. The substitute would be utilized on designated days, such as Tuesdays and Wednesdays, from August through December until funds run out. This allows teachers to be pulled out for trainings or instructional walks.

- **Motion:** Jason Stohler moved to reallocate the funds for a roving substitute as described by Principal McKenzie. Dr. Jane Lambert seconded the motion. The motion passed with all in favor and no opposition

UPCOMING EVENTS & NEXT STEPS

- **Required Signatures:** All council members must sign the updated SPSA document. Members can sign the printed copy at the main office anytime between 7:30 AM and 4:00 PM. Alternative arrangements, such as electronic signing via email, can be made if necessary.

- **Absentee Approval:** Sarah communicated that she agrees with the plan as written and will sign the document.

Adjournment: * The meeting was adjourned after approximately 12 minutes.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

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

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