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
Altadena Arts Magnet Elementary	19-64881-6021505	5/11/26	

Purpose and Description

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

Schoolwide Program

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

The Altadena 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 an activities filled, 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. English Learner Advisory Committee (ELAC): The ELAC meets monthly throughout the school year. The meeting agendas always include issues related to student academic achievement, opportunities for parental involvement, and opportunities for additional ELL support.
2. School Site Council (SSC): Our SSC meets monthly on the second Tuesday. The meeting agendas always include reports from all school site parent groups, including PTA, ELAC, AAPC, budget updates from the Principal.
3. AAM Faculty:The faculty meets on each A Monday. There is always an agenda that centers around Instruction, Magnet Grant, Capturing Kids' Hearts and a time for the staff to share and ask questions.
4. PTA: Our PTA meets monthly on the second Tuesday at 6:00 pm. There is always an agenda with planned discussions around school initiatives taken on by the PTA. Principal is present and has a 15 minute presentation at each meeting.
5. AAM Administration: Principal work within the AAM community. The ELT meets monthly. The ELT consists of the Principal, Instructional Coach, Kindergarten, third, and fifth grade teachers, The ELT meetings are held one B Monday per month at 1:30-3:00 pm. These meetings are led by an agenda created by the principal and then each person has a chance to comment on the topics or list needs in their area of leadership.

Resource Inequities

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

Altadena's enrollment continues to increase. Prior to the Fires, we had 537 students. We currently have 454 students as many families were displaced. We now have two TK classes which were both full and we anticipate this will continue to add an additional 50 more students to our overall enrollment. For this reason we are using a large percentage of funds to maintain an optimal number of PawTeam members (Student Support Aides) to supervise the students on two separate playgrounds to ensure school safety. These aides also support the teachers in the classroom and assist our behavior aide in working with students to meet their behavior goals and achievement charts for those who need extra guidance and support.

School Vision and Mission

Mission:
We provide a nurturing, rigorous and arts-integrated learning environment where children are taught how to think, not what to think.
Vision:
We will create a distinguished arts magnet, and dual language school exemplifying excellence in rigorous education. Our motto states,"The Happiest Little Art School on Earth"

School Profile

Geographical, Social, Cultural, Educational and Economic Community Base: Altadena Elementary School has a very special heritage, having been built on the present site in 1903. Altadena Arts Magnet can be reached by traveling north on Lake Avenue to Calaveras Street, then west on Calaveras Street to El Molino. The TK-5th grade Altadena campus is located on the corner of Calaveras and El Molino. Altadena Arts Magnet Elementary School is one of the 15 elementary schools in the Pasadena Unified School District. Our school's community is highly supportive of our school and helps set the high academic goals for all of our students. Due to the Eaton Fire, Altadena Arts Magnet was temporarily located at 1135 S. Euclid on the Allendale campus from January 2025 - June 2026.

Grade Levels/School Configuration: Altadena Arts Magnet is an Inclusion school and serves both regular education and special education students in grades TK through Fifth. The school has a full day TK and Kindergarten program. Additionally a new Pre-K class will open in the Fall of 2026. The staffing ratio for grades K through Fifth is 24:1. All 20 of our classroom teachers, 1 Art Teacher, 2 Special Education Teachers, 1 MTSS Coach are classified as highly qualified and have the appropriate credentials for their positions. Altadena Arts Magnet's inclusion program offers one Learning Lab with two Special Education teachers to meet the specific needs of our students with Special Education IEPs. One full-time Instructional Coach supports all teachers at Altadena in their implementation of all curriculum including those in the French Program. One full time MTSS Coach who will support students in maintaining positive behavior and support teachers in accessing their curriculum and support positive behavior practices. One behavior project aide to support students in making positive choices. One Art Artist in Residence who supports teachers in creating arts-integrated units of study and also to provide discrete visual arts instruction to all students. Altadena Arts Magnet also has a Run Club Program which encourages community building Monday-Friday for the first ten minutes of the day. Our student behavior is grounded in our Cougar Values which are resighted every morning and referred to when participating in restorative justice circles.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Altadena Arts Magnet Elementary. 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	%	0.19%	0.23%		1	1
African American	14.34%	12.33%	11.76%	70	65	52
Asian	1.23%	1.90%	1.81%	6	10	8
Filipino	1.64%	1.90%	1.81%	8	10	8
Hispanic/Latino	47.54%	44.02%	41.18%	232	232	182
White	23.57%	26.94%	27.83%	115	142	123
Multiple/No Response	8.40%	9.30%	10.63%	41	49	47
			Total Enrollment	488	527	442

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		45	42
Kindergarten	87	70	58
Grade 1	74	87	54
Grade 2	88	78	71
Grade3	96	82	65
Grade 4	71	89	73
Grade 5	72	76	79
Total Enrollment	488	527	442

Conclusions based on this data:

1. After COVID our enrollment decreased in the 21-22 school year but increased each year since.
2. Our lowest enrollment continues to be in our upper grades due to attrition, specifically in our FDLIP program.
3. We lost nearly 100 students after the Eaton Fire because of families relocating.

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	38	34	8.5%	8.0%	7.7%
Fluent English Proficient (FEP)	47	43	27	11.2%	9.6%	6.1%
Reclassified Fluent English Proficient (RFEP)				1.63%		

Conclusions based on this data:

1. Our percentage of ELLs decreased significantly over the past three years.
2. Our reclassification rate continues to increase.
3. Our English Learners population continues to decrease.

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 3	73	99	80	72	97	78	72	97	78	98.6	98	97.5
Grade 4	72	74	79	70	71	79	70	71	79	97.2	95.9	100
Grade 5	60	72	68	59	72	66	59	72	66	98.3	100	97.1
All Grades	205	245	227	201	240	223	201	240	223	98.0	98	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 3	2407.	2442.	2436.	23.61	31.96	28.21	22.22	23.71	25.64	19.44	19.59	23.08	34.72	24.74	23.08
Grade 4	2436.	2456.	2473.	18.57	25.35	29.11	22.86	19.72	21.52	15.71	21.13	18.99	42.86	33.80	30.38
Grade 5	2450.	2487.	2487.	11.86	11.11	18.18	15.25	33.33	22.73	22.03	23.61	22.73	50.85	31.94	36.36
All Grades	N/A	N/A	N/A	18.41	23.75	25.56	20.40	25.42	23.32	18.91	21.25	21.52	42.29	29.58	29.60

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 3	9.72	31.96	20.51	66.67	51.55	60.26	23.61	16.49	19.23
Grade 4	20.00	18.31	20.25	57.14	63.38	60.76	22.86	18.31	18.99
Grade 5	10.17	18.06	10.61	52.54	62.50	63.64	37.29	19.44	25.76
All Grades	13.43	23.75	17.49	59.20	58.33	61.43	27.36	17.92	21.08

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 3	16.67	19.59	19.23	51.39	59.79	57.69	31.94	20.62	23.08
Grade 4	11.43	12.68	16.46	52.86	57.75	65.82	35.71	29.58	17.72
Grade 5	8.47	16.67	16.67	52.54	62.50	59.09	38.98	20.83	24.24
All Grades	12.44	16.67	17.49	52.24	60.00	60.99	35.32	23.33	21.52

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 3	5.56	15.46	20.51	66.67	70.10	64.10	27.78	14.43	15.38
Grade 4	8.57	8.45	18.99	78.57	77.46	63.29	12.86	14.08	17.72
Grade 5	13.56	12.50	15.15	69.49	75.00	59.09	16.95	12.50	25.76
All Grades	8.96	12.50	18.39	71.64	73.75	62.33	19.40	13.75	19.28

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 3	16.67	18.56	14.10	61.11	68.04	73.08	22.22	13.40	12.82
Grade 4	11.43	12.68	16.46	62.86	70.42	64.56	25.71	16.90	18.99
Grade 5	8.47	9.72	15.15	55.93	70.83	62.12	35.59	19.44	22.73
All Grades	12.44	14.17	15.25	60.20	69.58	66.82	27.36	16.25	17.94

Conclusions based on this data:

1. Overall in reading there is an increase in students who exceeded, meet, or is at and near the standard and a decrease in students who do not meet the standards.
2. There is site improvement all around.

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 3	73	98	80	71	97	78	70	97	78	97.3	99	97.5
Grade 4	72	76	79	69	75	79	69	75	79	95.8	98.7	100
Grade 5	60	72	68	58	72	67	58	72	67	96.7	100	98.5
All Grades	205	246	227	198	244	224	197	244	224	96.6	99.2	98.7

* 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 3	2430.	2460.	2446.	27.14	32.99	25.64	27.14	31.96	25.64	17.14	18.56	26.92	28.57	16.49	21.79
Grade 4	2445.	2461.	2491.	11.59	14.67	24.05	20.29	26.67	30.38	40.58	32.00	31.65	27.54	26.67	13.92
Grade 5	2445.	2463.	2474.	10.34	6.94	13.43	8.62	15.28	13.43	22.41	26.39	31.34	58.62	51.39	41.79
Grade 11															
All Grades	N/A	N/A	N/A	16.75	19.67	21.43	19.29	25.41	23.66	26.90	25.00	29.91	37.06	29.92	25.00

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 3	27.14	40.21	21.79	45.71	40.21	52.56	27.14	19.59	25.64
Grade 4	15.94	17.33	30.38	37.68	46.67	45.57	46.38	36.00	24.05
Grade 5	6.90	9.72	11.94	39.66	40.28	44.78	53.45	50.00	43.28
Grade 11									
All Grades	17.26	24.18	21.88	41.12	42.21	47.77	41.62	33.61	30.36

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 3	28.57	34.02	34.62	40.00	47.42	46.15	31.43	18.56	19.23
Grade 4	11.59	20.00	16.46	49.28	50.67	64.56	39.13	29.33	18.99
Grade 5	8.62	12.50	11.94	46.55	51.39	47.76	44.83	36.11	40.30
All Grades	16.75	23.36	21.43	45.18	49.59	53.13	38.07	27.05	25.45

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 3	25.71	29.90	34.62	55.71	60.82	50.00	18.57	9.28	15.38
Grade 4	11.59	25.33	26.58	65.22	49.33	56.96	23.19	25.33	16.46
Grade 5	10.34	5.56	19.40	53.45	66.67	44.78	36.21	27.78	35.82
All Grades	16.24	21.31	27.23	58.38	59.02	50.89	25.38	19.67	21.88

Conclusions based on this data:

1. Overall in math there is an increase in students who are meeting the standard or are near the standard which decreases the number of students who are near and below the standard.
2. Our students perform better in Problem Solving & Modeling/Data Analysisas well as communicating reasoning.
3. In math 50% of 5th grade students continue to perform below the standard.

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
K	*	*	*	*	*	*	*	*	*	7	9	7
1	*	*	*	*	*	*	*	*	*	5	5	4
2	*	*	*	*	*	*	*	*	*	6	7	*
3	*	*	*	*	*	*	*	*	*	4	7	6
4	*	*	*	*	*	*	*	*	*	6	6	5
5	*	*	*	*	*	*	*	*	*	5	*	6
All Grades										33	37	31

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.15	16.22	12.90	24.24	29.73	22.58	27.27	27.03	38.71	33.33	27.03	25.81	33	37	31

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	35.14	19.35	21.21	29.73	35.48	27.27	13.51	25.81	15.15	21.62	19.35	33	37	31

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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	3.03	2.70	6.45	12.12	16.22	16.13	15.15	35.14	35.48	69.70	45.95	41.94	33	37	31

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	18.92	16.13	54.55	45.95	54.84	18.18	35.14	29.03	33	37	31

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	64.86	29.03	36.36	13.51	48.39	18.18	21.62	22.58	33	37	31

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.06	2.70	3.23	27.27	40.54	41.94	66.67	56.76	54.84	33	37	31

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.03	8.11	6.45	48.48	51.35	61.29	48.48	40.54	32.26	33	37	31

Conclusions based on this data:

1. Most of our ELLs are well developed in speaking and listening.
2. Every year reading and writing appears to be the most challenging part of the test for students.

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**
527	**52.9%**	**7.2%**	**1.1%**
Total Number of Students enrolled in Altadena Arts Magnet Elementary.	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	38	7.2%
Foster Youth	6	1.1%
Homeless	6	1.1%
Socioeconomically Disadvantaged	279	52.9%
Students with Disabilities	82	15.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	65	12.3%
American Indian	1	0.2%
Asian	10	1.9%
Filipino	10	1.9%
Hispanic	232	44%
Two or More Races	49	9.3%
Pacific Islander	0	0.0%
White	142	26.9%

Conclusions based on this data:

1. Our student enrollment continues to have a double digit increase each year.

2. Our African American population is significantly decreasing while the white population is increasing yearly.

3. Our Hispanic population continues to be the majority while there is an increase in other groups except the African Americans.

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our student made growth in both ELA and Math both moving into the Green.
2. Chronic Absenteeism continue to be a challenge for our school.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	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
 Green	 No Performance Color	
1.2 points below standard	38.4 points below standard	
Increased 3 points	Increased 39.3 points	
211 Students	26 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	26 points below standard
2 Students	5 Students	Maintained -1 points
		141 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
66 points below standard	77.9 points below standard	0 Students
Declined 12.2 points	Declined 24.7 points	
42 Students	29 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	14 points below standard
3 Students	6 Students	Maintained 0.6 points
		89 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
46.5 points above standard	0 Students	43.7 points above standard
Increased 9.2 points		Maintained 2.2 points
20 Students		54 Students

Conclusions based on this data:

1. In English Language Arts we continue to make progress each year although we remain below the standard. As a staff our instruction must be driven by the data which is derived from assessments. We have a new ELA curriculum that must be implemented with fidelity to monitor student growth regularly throughout the school year.
2. Our English Learners are decreasing each year and those being reclassifed is increasing.
3. Our African American students are progressing at a much lower rate than other groups. We need to focus on these students and implement more intense interventions,

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	1	1	2	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
 Green	 No Performance Color	
9.4 points below standard	32.9 points below standard	
Increased 3.8 points	Increased 27.6 points	
212 Students	27 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	30.6 points below standard
2 Students	6 Students	Increased 4.5 points
		142 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
50.9 points below standard	75.1 points below standard	0 Students
Declined 28.5 points	Declined 9.5 points	
42 Students	29 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	22 points below standard
3 Students	6 Students	Increased 10.9 points
		90 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
33.1 points above standard	0 Students	27.9 points above standard
Declined 3.2 points		Declined 15.8 points
20 Students		54 Students

Conclusions based on this data:

1. Our students peform better in math than ELA. There was an overall increase of 26.3 points in math, since the 2022-2023 school year moving everyone into the yellow.
2. Our Students with disabilites, and socioeconomically disadvantaged groups continue to increased the most by 24 points or more.
3. Our African American students continue to lag behind the other racial groups in math and decreased their scores by 4 points, scoring 80.7 points below standard.

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
 Green	 No Performance Color	 No Performance Color
51.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 2 points	8 Students	
64 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	46.1 science points
1 Student	1 Student	Maintained 1 points
		49 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
39.6 science points	29.1 science points	0 Students
17 Students	Declined 13.4 points	
	12 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	48.3 science points
1 Student		Maintained -0.6 points
		30 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	58.8 science points
6 Students		16 Students

Conclusions based on this data:

1.

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
21.7 making progress.	making progress.
Number Students: 23 Students	Number Students: 0 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**
39.1%	39.1%	0%	21.7%

Conclusions based on this data:

1. To raise the proficiency level of our English Learners in ELA. ELD need to be taught daily with fidelity. Every teacher with ELLs in their classroom should be teaching ELD 30 minutes a day.
2. 72.7% of ELLs progressed at least one level which was is more than 45% increase.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Orange	
28.7% Chronically Absent	23.7% Chronically Absent	
Increased 4.8	Declined 6.5	
541 Students	38 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	35.7% Chronically Absent
6 Students	10 Students	Increased 4.2
		345 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
42.9% Chronically Absent	39.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 14.1	Increased 5.2	1 Student
91 Students	71 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	35.4% Chronically Absent
8 Students	10 Students	Increased 4.2
		237 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
22.9% Chronically Absent	0 Students	16% Chronically Absent
Increased 7.9		Increased 6.1
70 Students		144 Students

Conclusions based on this data:

1. Attendance continues to be an area for improvement. Overall 24% of our students are chronically absent.
2. Although our African American students had a decrease of 13%, they and and our the homeless population at 33% continue to have the highest rate of chronic absentism.
3. Since parents are mostlh responsible for student attendance, We need to find ways to engage students in the importance of their attendance so they can advocate for themselves to not miss school.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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. N/A
2. N/A
3. N/A

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.

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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	3

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
 Blue	 Blue	
0.5% suspended at least one day	0% suspended at least one day	
Maintained 0.2%	Maintained 0%	
562 Students	38 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
8.3% suspended at least one day	0% suspended at least one day	0.6% suspended at least one day
12 Students	Maintained 0%	Maintained 0%
	11 Students	358 Students

Students with Disabilities	African American	American Indian
 Orange	 Blue	 No Performance Color
3.2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 3.2%	Declined 1.2%	1 Student
94 Students	77 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	0.8% suspended at least one day
10 Students	10 Students	Increased 0.4%
		240 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Blue
1.4% suspended at least one day	0 Students	0% suspended at least one day
Increased 1.4%		Maintained 0%
70 Students		154 Students

Conclusions based on this data:

1. The suspension rate at our school has declined with a rate of only 1.5% of suspensions.
2. Our Tier 1 strategies and cougar values accountability system is working well across campus.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

MATH
50% of students in grades 1st - 5th will be at grade level or above on the diagnostic 2 math district benchmark assessment in Janary 2027 and 60% will be at grade level or above by June of 2027.

CAASPP Math Average Distance From Standard for African American will decrease the baseline of -65.5 (yellow) from 2025 by a total of 15 or more with a stretch goal of 40.1 or more (to reach Green) by the end of the 2026-2027 school year.

Identified Need

Only 49% of students are scoring at grade level on the math Diagnostic 3. 38% are only one grade level below standard. Students are making significant growth from the first diagnostic to the third, displaying that when students are getting targeted instruction they can make progress.

On the CAASP we grew 26.3 points overfall, but we are are still 13.2 points below grade level.

Socialeconomically Disadvantaged grew 24.1 points but is still 35.1 points below grade level
Students with Disabilites grew 28.9 points but is still 22.4 points below grade level
African American students grew 15.2 points but is still 65.5 points below grade level

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math diagnostic 1 and 3	iReady D1 -22% at grade level iReady D3 - 49% at grade level	50% at grade level on iReady D2 January 2026 and 60% on iReady D3 June 2026
SBAC Mathematics grades 3-5 for African Americans	65.5 pts below baseline	Student scores will increase by 15 pts to 50 below baseline or lower.

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.

All students will be served by this strategy.

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

Raising math scores has been slow with small increases each year. Although our school was relocated, enrollment decreased by 100, many student housing was unstable, the commute to school doubled for many,and teachers had to share classrooms, our scores remained pretty much the same. The current year's circumstances has improved making the learning environment more conducive for individualized interventions and less classroom distractions. More space in the classroom is now available for student support aides to support students in their rotations and differentiated small groupings.

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in First through Fifth grade.

Strategy/Activity

Data driven differentiated groupings with teacher.
Classroom support for optimum learning environment by student support aides who will help students focus,and stay engaged in the learning process when the teacher is doing small groups.
Math Power Hour weekly small groups (2nd grade)
Tzu Chi weekly math tutoring grades 3rd & 4th
Math Facts Mastery Contest across grades 2nd -5th over seen by Student support aides.
Anchor charts and student engagment materials (white boards, math manipulatives, markers, math games) will be used to engage students in their learning.
Professional Development on strategies to make math less intimidating and more accessible.
Teachers will have planning time to collaborate with peers to ensure linear alignment between grades to help eliminate instructional gaps in math.
Provide supplimental materials to give students more hands on practice with concepts.

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)
10912	LCFF Supplemental and Concentration (S/C)
19200	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

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

Goal 2

ENGLISH LANGUAGE ARTS
60% of students in grades 1st - 5th will be at grade level on the diagnostic 2 ELA district benchmark assessment in Janary 2027. This is a 4% increase from May of 2026. 70% of students will be at grade level by June of 2027

CAASP ELA Average Distance From Standard for African American will decrease the baseline of -53.2 (yellow) from 2025 by a total of 15 points or more with a stretch goal of 28 or more by the end of the 2026-2027 school year.

Identified Need

Currently 43% of our students in 1st through 5th grades are at grade level or above on iReady Reading Diagnostic 2. 29% is only one grade level below standard. Students need more opportunities to practice skills taught in reading with adult feedback in order to become fluent readers who comprehend what they are reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diagnostic 2 and 3 iReady Reading assessment	56% reading at grade level on 2025 Diagnostic 3 iReady Reading Assessment	60% at grade level on 2025 Diagnostic 2 iReady reading assessment and 70% on end of year iReady Reading Diagnostic 3 in May of 2026
SBAC ELA for all students in grades 3-5	4.1 pts below baseline an increase of 31.1 points from 2025	Student scores will increase by 3 pts to 32.3 below baseline or lower.
SBAC ELA for African American students	53.2 pts below baseline an increase of 7.9 points from 2025	Student scores will increase by 10 pts to 43.2 below baseline or lower.
SBAC ELA for Socioeconomically Disadvantaged	25 pts below baseline an increase of 31.5 points from 2025	Student scores will increase by 15 pts to 10 points below baseline or lower.
SBAC ELA for students with disabilities	53.7 pts below baseline an increase of 27 points from 2025	Student scores will increase by 15 pts to 38.7 below baseline or lower.

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.

Our students pretty much maintained their overall achievement in ELA as measured by the CAASPP despite the sub-optimal learning environment. of an overcrowded classroom. Progress will continue to monitored regularly and teachers will receive support through monthly PD, resources, and additional student support staff to help with small groupings.

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

N/A

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades K - 5th

Strategy/Activity

Teachers will review data and discuss with peers to determine best strategies for reading and progress monitoring to target students' specific needs and provide research based strategies to help students achieve at a proficient level.
Teaches will continue to develop Word Wall exploration, usage, and reading to increase sight word fluency, identify word patterns and to build regualar and academic vocabulary.
Analyze assessment data and use the analysis to drive instruction, intervention and student groupings.
Tzu Chi weekly reading groups with 2nd grade.
CIM for SIG Intervention Teacher (provided by the district)
Student support Aide will support the teacher with small groupings and rotations to insure students are maximizing their instructional time.
Allow roving sub time for teachers to do linear collaboration across grades to make sure there are no gaps in instruction.

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)

Students with disabilities, African American, low income

Strategy/Activity

Student Support & Activity Aid will support the teacher who has identified students in need of targeted assistance with monitoring small groups helping them to improve focus and complete individual and small group setting to work.

Teachers will have planning time to collaborate with peers to ensure linear alignment between grades to help eliminate instructional gaps in ELA..

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)
22912	Title I Part A: Allocation
5000	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 allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

Suspension Rate for students with disabilities will decrease the baseline of 0.5 from 2025 by a total of .3 or more to end at .2 or lower by the end of the 2026-2027 school year.

Identified Need

As the campus has become safer and 0.4 students have had only one day of suspension, Altadena Arts Magnet needs to maintain the SEL culture of social awareness, self managements, and restorative justice practices. These practices teach students to make better choices with a longer lasting effect on their overall behavior and demeanor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for African Americans	.5	.3 or lower

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.

Social Emotional Learning and Cougar Values is what guides student behavior and guides students in restorative practices that minimize serious altercations.

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

Since our enrollment has increased from the 2021-22 more individuals are needed to promote and maintain the positive school culture especially with the fluctuation in enrollment after the Eaton Fire. With students moving in and out changing the dynanics of the classrooms student behavior is also affected. Student support is needed with implementing Tier 1 & Tier 2 strategies to minimize classroom interruptions, playground altercations, referrals and suspension.

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.

With the continual increase in student enrollment we need more coverage on the playground and in the cafeteria to prevent and mitigate negative peer interactions as they increase with more students. We now have 2 additional TK classes and 1 Pre-K classe that forces us to have 4 lunches and recess rotations that overlap and require staff in different play spaces during the same 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, specifically English Learners and Students with Disabilites

Strategy/Activity

By August of 2026, Altadena Arts Magnet will review weekly SEL Lessons and behavior expectations along with the implementation of MTSS practices used to decrease out of class referrals to the Turnaround Room and make improvements for the 26-27 school year.

Teachers will continue to be coached in PBIS and receive professional development.

Student Support & Activity Aid will support Tier 2 & 3 students with positive behavior interventions and skills that reduce behavior incidents which allow students to access core subjects in classes.

Continue to use the Turnaround Room as a restorative space for students to learn to monitor their behaviors.

Student Support & Activity Aid will assist the Principal to implement regular proactive practices to all students utilizing Tier 1 supports with emphasis on, modeling and recognizing positive behaviors.

Students will receive tangible incentives for reaching goals and making improvements.

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)
26946	Title I Part A: Allocation
5000	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

Student Support & Activity Aid will receive training on Conflict Resolution and Restorative Justice Practices

Student Support & Activity Aid will support identified students and large student group settings with school wide behavior intervention and positive behavior supports.

Certficated and classified staff will received training on Positive Behavioral Interventions & Supports

Provide tangible incentives for students for improvement and meeting goals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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 allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Altadena will increase their daily average attendance to 95% as measured by monthly year to date attendace reports by May 2027.

Chronic Absenteeism for English Learners will increase the baseline of 30.2% from 2026 by a total 2% or more by the end of the 2026-2027 school year.

Chronic Absenteeism for Students with Disabilities will increase the baseline of 28.8% from 2026 by a total of 7% or more by the end of the 2026-2027 school year.

Chronic Absenteeism for African American will increase the baseline of 34.2% from 2026 by a total of 14% or more by the end of the 2026-2027 school year.

Chronic Absenteeism for White will increase the baseline of 9.9%% from 202 by a total of 10% or more by the end of the 2026-2027 school year.

Chronic Absenteeism for Two or More Races will decrease the baseline of 15% from 2026 by a total of 10% or more by the end of the 2026-2027 school year.

Identified Need

27% of our students are chronically absent. Our year to date attendance average is 93%. We have an average of 26 students absent each day and 133 who are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries attendance report	93% daily average attendance from August to May 2026. 133 chronically absent.	95% year to date daily average by May 2027, Decrease chronic absent students to 97
CA Dashboard for English Learners	30.2	29 or lower
CA Dashboard for Students with Disabilities	28.8	27.8 or lower
CA Dashboard for African American Students	34.2	31.2 or lower
CA Dashboard for White	9.9	8.9 or lower

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for Two or More Races	13.1	12.1 or lower

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.

We are constantly reminding parents to not take off during the week for family activities and they miss out when they are absent. Our office clerk calls chronically absent student to encourage attendace.
We did improve our attendance with a 13.2% decline in absenteeism.

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

N/A

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Continue our work with social contracts, case management meetings, attendance incentives, and parent intervention.

Offer increasing attendance incentives to students who come to school everyday for a week, and then to those who come 2 weeks, then 3 weeks, then 4 weeks to school.

Student attendance will be discussed in Student Success Team meetings and barriers to daily attendance will be addressed.

Student Support & Activity Aid will assist the MTSS team with contacting families about attendance and inquire about the barriers to getting to school on time to help find solutions.
They will create attendance charts/goals for students and provide supports to them and their families in getting them to school everyday on time. They will also assist parents with signing up for the parent portal.

old quarterly parent workshops on the importance of good attendance and being at school everyday.

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)
22912	LCFF Supplemental and Concentration (S/C)
4185	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

100% of AAM students will receive a minimun of 10 hours per week of magnet themed instruction through out both discrete and integrated classroom instruction.

100% of AAM teachers will receive professional development in the areas of systemic reform, arts integration, and PBIS by May 2027.

All AAM classrooms and adjoining art spaces will have an Art Cart, SEL student manipulatives and supports, flexible seating, a calming corner, and student artwork and arts integrated work displayed.

The auditorium and stage will have everything needed to be a learning space, performance space, and arts integrated showcase including, microphones and stands, sound speakers, and a working projector so every child can be heard and seen when on stage.

Identified Need

Teachers need to increase their dosage of integrated arts instruction to students and display the artwork.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts Integrated Units Usage	60%	100%

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.

With the retirement of the Arts Magnet Coordinator and moving of the Arts Teacher, and sunsetting of the Magnet Grant it will require classroom teachers to continue the work with fidelity to maintian the integrity of the program.

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

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

The constant turn over of French teachers requires teachers to constantly take arts integration trainings from the Art Institute which requires a membership. We are paid up for another year.

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)

Teachers will continue to be supported in learning how to use the integrated arts units in all four key academic areas.

Strategy/Activity

Teachers across all grade levels will choose and teach arts integrated lessons in their classrooms monthly at a minimum.

The art teacher will assist teacher in the implementation of these units and provide any supplies needed to complete the lessons.

The art assistant will assist the part time art teacher with preparation, distribution, and clean up in all art classes to use time effectively.

This 5 hour/day Student Support & Activity Aid will assist the teacher in helping students understand the connections between core and arts curriculum concepts in individual or small group setting.

Teaching artists will teach students how to utilize the stage so their work and performances can be seen and heard.

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)
3336	LCFF Supplemental and Concentration (S/C)
6000	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 # 5

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

Goal 6

We will continue to increase and maintain our attendance at monthly parent meetings such as ELAC, AAPC, and PTA and continue to find ways to engage our families through GATE and Parent Workshops.

Identified Need

We need a staff member who can connect with the parents and build relationships so parents feel safe and heard. Our project aides and community assistant speaks Spanish and reach out to parents beyond behavior concerns but to engage them in our school community and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Numbers and percentages of families who attend school meetings and events.	40%	70

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.

Our enrollment is increasing so our parent participation has also increased in numbers but the overall percentage has decreased. We have used student centered activities and performances to bring parents in such as and they do come

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

There are n major differences between the intended implementation and expenditures. Having the the project aide and community assistant has yielded great results for our school.

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.

As of December 2025, if we see our parent engagement efforts are not yielding resuts, we will use our ELT as a study team to do a root cause analsis to find ways to bring them in.

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)

Our Latino and African American families tend to be less present and engaged in our school community.

Strategy/Activity

We are currently recruiting parent leadership for our AAPC and ELAC. After the Eaton Fire, we lost momentum and several of the families that were invlved are not longer at our school or involved. In recruiting new Annual Fund Chairs and PTA members, we will identify potential leaders for our AAPC and ELAC and invite them to join the parent leadership and volunteer opportunites to pull them in. We will also recruit through the classrooms. If necessary we will reach out by phone. $1500 Smart and Final and $354 for translation, $300 child care, and $346 Parent workshop speakers.

Additionally, in the absence of a community assistant, the project aide will be a liaison between families and school to assist with parent involvement, family needs and planning of parent meetings, specifically AAPC and ELAC.

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)
1403	Title I Part A: Parent Involvement
1097	Title I Part A: Allocation

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$81743
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	$81743
Other State/Local Funds provided to the school	$47160

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: $128,903

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	47160	0.00
Title I Part A: Parent Involvement	1403	0.00
Title I Part A: Allocation	80340	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	47,160.00
Title I Part A: Allocation	80,340.00
Title I Part A: Parent Involvement	1,403.00

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

5 Parent or Community Members

Name of Members	Role
Dana Hill	Principal
Panagiota Regopoulos	Classroom Teacher
Ashley Romero	Classroom Teacher
Stephanie Lopez	Classroom Teacher
Maria Gonzalez	Other School Staff
Regina Major	Other School Staff
Crystal Ksenjak	Parent or Community Member
Andrew Morgan	Parent or Community Member
Stephanie Scribner	Parent or Community Member
Eric Gibson	Parent or Community Member

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 February 23, 2026.

Attested:



Principal, Dr. Dana Hill on 5/27/26



SSC Chairperson, Panagiota Regooulos on 5/27/26

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
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Altadena Arts Magnet	**Principal:**	Dana Hill, Principal
School Number:	04	**Counselor:**	N/A
Date Completed:	April 29, 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
60 students or 27%	Chronic Absenteeism's goal was to decrease by 15% for the 2025-2026 school year. The scattered distance of many of our families combined with our early start still impacts our attendance.	10% decrease from last year.

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?	● Yes. The Principal and MTSS teacher will meet to look at attendance data to identify chronically absent and tardy students. The MTSS Teacher will meet with these students to encourage good attendance this school year. Principal will offer incentives	Weekly MTSS teacher and project aide will be monitoring attendance weekly to identify students with chronic tardiness and absences Monthly Recognition	A gradual increase in attendance, **weekly** then monthly

	to get students to school and on time		
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?	• The Attendance team will include the members of the MTSS team which meets monthly. Attendance will be one of the agenda items in the meetings.	We will meet monthly	All team members have been identified, and member attendance is at least 80%. The team has a current action plan to address the school community's attendance need.

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?	We will implement daily and weekly incentives for students to be at school on time and regularly. Offer weekly classroom attendance awards and monthly perfect attendance awards	Weekly /Monthly	A decrease in our number of absent or tardy students
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	The teacher and project aide will make phone calls to parents of students who are regularly absent to reiterate the importance of daily attendance and provide resources to families as needed	Biweekly to monthly Monthly SART meetings	A decrease in our number of absent or tardy students

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 needs of students struggling with attendance?	Yes, we have a Turn Around Room Support Team with various resources including, clothing, laundry assistance, backpack and school supplies, transportation recommendations	As Needed	Improved weekly attendance
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Our MTSS team willmeet with and accompany students to class to help them re-enter successfully. Students will have options if re-entry becomes a struggle or uncomfortable	As needed	Improved classroom attendance and engagement

Altadena Arts Magnet
School Site Council
Minutes - May 11, 2026

• Meeting called to order at 3:05pm
• Members Present: Ashley Romero, Crystal Ksenjak, Dr Hill, Eric Gibson, Maria Gonzalez, Regina Major, Stephanie Lopez, Stephanie Scribner, Andrew Morgan
• Members Absent: Yiota Regopoulos
• Non-Voting Members Present: Kim Kenne, Monica Trujillo-Jamison, Vivian Alfonso
• Reading/Approval of April 21, 2026 Minutes: Regina Major motioned to approve, Krystal Ksenjak second. The minutes were unanimously approved.
• PTA Update: Stephanie Scribner reported that PTA has basically wrapped up all of it's activities. There is one more event planned on May 29th, a picnic in Allendale park for all AAM families.
• Budget Update: Dr Hill confirmed that the 2025-2026 school budget remains on track and is expected to finish close to projected spending levels.
• 2026-2027 SPSA Discussion: Dr. Hill shared the proposed 5 goals for the SPSA
• Principal's Comments / SPSA Goal Discussion: Dr Hill presented five proposed SPSA goals for the upcoming year...
• Improve math achievement
• Improve ELA achievement
• Improve attendance
• Maintain arts integration and magnet school standards
• Increase parent participation in ELAC and AAPC meetings

Members discussed district-wide math performance trends, possible math intervention support, and the use of math journals to reinforce academic language. Members discussed how changing math terminology and vocabulary may contribute to lower student performance in mathematics.

Additional discussion included possible tutoring supports and strategies to increase family participation. Dr. Hill stated that the Tzu Chi Educational Foundation offers math tutoring to our 3rd grade students currently and will continue next year. The school suspension rate is less than 1% so that goal was removed from the goals.

● Vote: Ashley Romero Motioned to approve the SPSA Goals for 26-27, Regina Major seconded, the vote passed with one abstention
• **Questions/Comments:** Members inquired about the testing results for Altadena. Dr. Hill said they still were not in but were expected any day now.

The meeting was adjourned at 3:44pm.

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: Altadena Elementary

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	195	$62,983.05

Altadena Arts Magnet
School Site Council
AGENDA

Tuesday, May 11, 2026

3:00 – 4:00pm

Google Meet joining info

Video call link: https://meet.google.com/awr-uhuh-kux

Or dial: (US) +1 574-807-0435 PIN: 167 325 474#

More phone numbers: https://tel.meet/awr-uhuh-kux?pin=2116433421644

- Call to Order
- Reading of Minutes (March 10, 2026 and April 21, 2026)
- Parent Group Updates (PTA)
- Update on AAM School Budget 2025-2026
- Proposed Single Plan for Student Achievement (SPSA) 2026-27

  >Review proposed plan

  >Vote on proposed plan
- Comments/Questions

Next Meeting: TBD (Fall 2026)