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
CIS Academy	19-64881-0117440	5/13/26	June 25, 2026

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Comprehensive Support and Improvement

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

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

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

All statements, evaluations, data and analysis in this report are appropriately sourced from valid and reliable data from the2024-25 school year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school discussed the school plan from 2025-26 at School Site Council (SSC) meetings in Februrary, March, April and May meetings. SSC consists of staff, parents and students. The SPSA was also discussed in bi-weekly "A" Monday staff meetings.

Resource Inequities

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

CIS is unlike other PUSD schools. CIS students and parents have to sign a master agreement which is a document of understanding which explains the expectations and responsibilities that students and teachers have if they want to come to CIS. If students do not hold to the master agreement they can be dropped from the program after several attempts at communication and meeting notices. CIS teachers should have their classes capped between 29 - 30 students. Teachers at CIS teach multiple grade levels and have to meet students where they are as well as monitor their work progress on Edgenuity.

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

School Vision and Mission

CIS Academy's vision is that every student has the resources and opportunities to receive a high-quality educational experience. CIS Academy's mission is to ensure that every student will be eligible to graduate from high school. CIS provides blended learning, for example, the elementary program and with the middle and high school CTE classes, and a 100% remote-learning option at grades TK to 12. CIS curriculum and instruction meets the needs of our diverse population and the demands of local, state and federal requirements. Every student is provided a Chromebook and access to curriculum guided by Common Core standards, with the online component that can be accessed through a learning management system by the student anytime, day or night. In addition, teachers create Canvas courses, workshops and seminars, and adjust and improve lessons on an ongoing basis. One of the strengths of CIS is the individual relationships cultivated between students and teachers through an Individualized Learning Plan (ILP) that is developed and personalized for each student. Mandatory and consistent contact is maintained among all stakeholders. CIS instructional program is delivered virtually by teachers through a program called Edgenuity. This platform was intorduced to PUSD in the 2025-2026 school year.

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

School Profile

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

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

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

reporting requirements for the 2019-2021 school years, our ability to report and evaluate student progress based solely on state test scores is directly impacted and our ability to draw meaningful conclusions is correspondingly limited.

CIS Academy (CIS) operated as a high school program at Pasadena High School from 1990 until 2007, when it became a District program. In 2009, CIS received its own CDE Code and became a separate school. Originally located in one oversized classroom on the northeast corner of the Pasadena High School campus, it started with four teachers and 120 students from Pasadena High School. The program was opened to all District students in 2007. Enrollment reached 425 and a satellite site was opened at Learning Works. District leadership then decided that CIS should apply for its own school code and this process was completed in the 2009-2010 School Year. The Learning Works site separated from CIS and became a charter school with its own CDE code, also at this time. This year, on our comprehensive campus, there are 11full time certificated teachers, two CTE teachers, and a supporting staff including a principal, a counselor, an office manager, data clerk, a registrar, a security officer and a custodial staff (1.5) serving approximately 450 students at any given time. The school has traditionally served a population of predominantly “at risk” students who may be more successful in an alternative educational setting for issues including: credit recovery, being medically fragile, being a teen parent, needing to work to support their families, gender identity issues, homelessness and foster youth, and mental health/substance abuse. We also serve a relatively small, but steady subset of students pursuing professional careers, often in the arts (e.g. acting or performing arts). A growing demographic is students who are on track for graduation and choose our program to accelerate the pace of their education, often by dual-enrolling in college classes at local community colleges like Pasadena City College. Our school also serves students who are age-inappropriate to grade level, substantially behind in credits for their grade level, transitioning to adult school programs, and in dropout recovery. Since the pandemic (March 2020-2021), we are attracting students who enroll due to pandemic-related concerns or issues because CIS and our online only independent study-based program is the only District option to meet their needs. In the past few years, we found ourselves with an influx of students during the Spring semester that led to offering teachers a 20% salary incentive to increase their student caseload and to hiring a part-time teacher who is currently serving eighteen students. Several of these students are Seniors who were requested to find an alternative plan in order to graduate, as they were credit deficient, with no offers for recovery, and were not scheduled to graduate with their current class. Through the independent study method, we are able to cite success, as the majority of these students are on schedule to graduate in June. We continue to have a waiting list of students desiring to enroll.

The School Site Council (SSC) is the main body that govers our state and federal funding as well as the group that identifies and sets acadedmic goals for our students for the following school year.

--- The Sycamore group provides students with counseling (Medi-Cal insured) for therapeutic treatment; students who do not qualify are referred to outside agencies.
--- Additional support is provided by Hazel Health, an online service for mental and physical health issues and inquiries. We also have a district foster youth advocate who works closely with us to ensure our foster youth population is being serviced.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for CIS Academy. 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	%	0.43%	%		1	
African American	14.47%	11.97%	11.90%	34	28	25
Asian	0.85%	1.28%	1.90%	2	3	4
Filipino	0.43%	0.43%	0.95%	1	1	2
Hispanic/Latino	62.13%	65.81%	67.14%	146	154	141
Pacific Islander	0.85%	%	0.48%	2		1
White	18.30%	18.38%	15.71%	43	43	33
Multiple/No Response	2.13%	0.85%	1.90%	5	2	4
			Total Enrollment	235	234	210

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	2	1	4
Grade 1		2	2
Grade 2	3		4
Grade3	3	5	1
Grade 4	6	2	5
Grade 5	8	5	6
Grade 6	11	10	11
Grade 7	9	12	13
Grade 8	17	18	19
Grade 9	12	15	16
Grade 10	38	31	25
Grade 11	48	52	54
Grade 12	78	81	50
Total Enrollment	235	234	210

Conclusions based on this data:

1. The numbers are consistent with the decline in enrollment district-wide.
2. The number of students fluctuates because students transfer in and out throughout the year, both before and after testing.
3. Enrollment reflects that post-pandemic; students returned to traditional programs for in-person learning and social interaction.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	18	21	21	7.5%	7.7%	10.0%
Fluent English Proficient (FEP)	72	62	49	26.1%	30.6%	23.3%
Reclassified Fluent English Proficient (RFEP)		NA		NA		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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	9	5	10	7	4	5	7	4	5	77.8	80	50
Grade 4	16	12	8	15	7	6	15	7	6	93.8	58.3	75
Grade 5	19	10	11	18	10	7	18	10	7	94.7	100	63.6
Grade 6	16	23	17	7	10	11	6	10	11	43.8	43.5	64.7
Grade 7	32	23	21	21	10	17	21	10	17	65.6	43.5	81
Grade 8	23	29	24	8	17	16	8	17	16	34.8	58.6	66.7
Grade 11	70	74	58	29	30	30	27	29	30	41.4	40.5	51.7
All Grades	185	176	149	105	88	92	102	87	92	56.8	50	61.7

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2468.	*	*	20.00	*	*	46.67	*	*	6.67	*	*	26.67	*	*
Grade 5	2452.	*	*	0.00	*	*	27.78	*	*	27.78	*	*	44.44	*	*
Grade 6	*	*	2575.	*	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09
Grade 7	2524.	*	2501.	4.76	*	0.00	33.33	*	23.53	28.57	*	41.18	33.33	*	35.29
Grade 8	*	2532.	2486.	*	5.88	6.25	*	29.41	6.25	*	35.29	25.00	*	29.41	62.50
Grade 11	2591.	2601.	2592.	18.52	27.59	30.00	33.33	24.14	30.00	33.33	31.03	10.00	14.81	17.24	30.00
All Grades	N/A	N/A	N/A	10.78	18.39	14.13	35.29	24.14	26.09	22.55	29.89	21.74	31.37	27.59	38.04

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	40.00	*	*	33.33	*	*	26.67
All Grades	16.67	24.14	19.57	55.88	65.52	55.43	27.45	10.34	25.00

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	34.48	*	*	34.48	*	*	31.03
All Grades	11.00	18.60	14.29	57.00	46.51	45.05	32.00	34.88	40.66

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	6.67	*	*	86.67	*	*	6.67
All Grades	8.82	18.39	10.87	77.45	67.82	72.83	13.73	13.79	16.30

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	20.00	*	*	60.00	*	*	20.00
All Grades	10.78	20.69	14.13	71.57	63.22	65.22	17.65	16.09	20.65

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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	9	5	10	7	4	4	7	4	4	77.8	80	40
Grade 4	16	12	8	15	7	5	15	7	5	93.8	58.3	62.5
Grade 5	19	10	11	18	10	7	18	10	7	94.7	100	63.6
Grade 6	16	23	17	4	9	10	4	9	10	25.0	39.1	58.8
Grade 7	32	23	21	20	11	16	20	11	16	62.5	47.8	76.2
Grade 8	23	29	24	7	17	15	7	16	15	30.4	58.6	62.5
Grade 11	70	74	58	25	24	25	24	24	24	35.7	32.4	43.1
All Grades	185	176	149	96	82	82	95	81	81	51.9	46.6	55

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2494.	*	*	20.00	*	*	33.33	*	*	26.67	*	*	20.00	*	*
Grade 5	2444.	*	*	0.00	*	*	11.11	*	*	38.89	*	*	50.00	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2471.	2502.	2502.	10.00	0.00	18.75	5.00	36.36	12.50	20.00	27.27	31.25	65.00	36.36	37.50
Grade 8	*	2505.	2479.	*	12.50	13.33	*	18.75	0.00	*	18.75	6.67	*	50.00	80.00
Grade 11	2551.	2528.	2601.	0.00	4.17	29.17	25.00	12.50	16.67	37.50	20.83	20.83	37.50	62.50	33.33
All Grades	N/A	N/A	N/A	6.32	12.35	23.46	17.89	18.52	11.11	30.53	22.22	22.22	45.26	46.91	43.21

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	13.68	14.81	23.46	42.11	38.27	28.40	44.21	46.91	48.15

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	13.68	11.11	14.81	50.53	58.02	50.62	35.79	30.86	34.57

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	8.42	9.88	22.22	58.95	64.20	45.68	32.63	25.93	32.10

Conclusions based on this data:

1. Math scores declined across all grades and all assessment measures because of increased student needs for content support, other wrap-around services and social emotional supports.
2. A major challenge for the school is that a significant number of students entering CIS are far below grade level in mathematics.

3. The school needs to develop instructional sections and interventions of curriculum to better serve individual student needs, including leveraging teacher expertise and content specialties.

School and Student Performance Data

ELPAC Results

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
4	*	*		*	*		*	*		*	*	*
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*	0	*
10	*		*	*		*	*		*	*	0	4
11	*		*	*		*	*		*	*	0	*
12	*	*	*	*	*	*	*	*	*	6	*	*
All Grades										24	5	15

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	*	*	28.57	*	*	38.10	*	*	23.81	*	*	21	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	*	*	33.33	*	*	23.81	*	*	23.81	*	*	21	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	19.05	*	*	38.10	*	*	42.86	*	*	21	*	*

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
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	*	*	71.43	*	*	23.81	*	*	21	*	*

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
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	*	*	33.33	*	*	23.81	*	*	21	*	*

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
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	33.33	*	*	66.67	*	*	21	*	*

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
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	*	*	80.00	*	*	15.00	*	*	20	*	*

Conclusions based on this data:

1. The small population of students at CIS that take the LPAC does not provide enough data to support a significant analysis or conclusion.
2. CIS wants every student to succeed, and the achievement of ELs is prioritized and addressed along with the achievement of all student groups.

3. CIS is in the process of implementing and is developing an instructional module for ELL with intense tutoring, team teaching, and instruction. Part of the 2026-2027 docuement wants to implement changes so students can have more in person opportunities.

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**
234	**73.1%**	**9%**	**0.9%**
Total Number of Students enrolled in CIS Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	9%
Foster Youth	2	0.9%
Homeless	6	2.6%
Socioeconomically Disadvantaged	171	73.1%
Students with Disabilities	50	21.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	12%
American Indian	1	0.4%
Asian	3	1.3%
Filipino	1	0.4%
Hispanic	154	65.8%
Two or More Races	2	0.9%
Pacific Islander	0	0.0%
White	43	18.4%

Conclusions based on this data:

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

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

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Blue
Mathematics Orange	**Chronic Absenteeism** Orange	
English Learner Progress No Performance Color		
College/Career Orange		

Conclusions based on this data:

1. Many students come to CIS because traditional school has not worked for them and they are not coming to us being high-performance students.
2. Many students come to CIS because they need the flexibility that independent study offers, in addition, they have circumstances in their lives that distract from school and impact educational achievement. These circumstances can include, work, children, caretaking and supporting their families and themselves, housing and food insecurity, and illness and recovery.
3. CIS has changed school site locations and program structure with fewer opportunities for students to spend time on campus to study and interact with other students.

School and Student Performance Data

Academic Performance
English Language Arts

The 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	2	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 No Performance Color	 No Performance Color
157 points below standard	207.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 33.2 points	18 Students	7 Students
106 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	162.1 points below standard
1 Student	5 Students	Increased 30.1 points
		87 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
235.5 points below standard	209.7 points below standard	0 Students
Maintained 1.5 points	Declined 38.3 points	
25 Students	19 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	142.2 points below standard
	1 Student	Increased 53.7 points
		63 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	171.7 points below standard
2 Students		Increased 38.8 points
		22 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
204 points below standard	240.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 36.5 points	Declined 41.1 points	7 Students
109 Students	18 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	219.9 points below standard
1 Student	6 Students	Increased 22.2 points
		90 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
264.8 points below standard	247.9 points below standard	0 Students
Increased 5.2 points	Declined 11.1 points	
26 Students	20 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	187.2 points below standard
	1 Student	Increased 65.3 points
		64 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	226.5 points below standard
2 Students		Increased 4.1 points
		23 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Science

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
33.8 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 13.8 points	9 Students	3 Students
90 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	34 science points
1 Student	5 Students	Increased 12.1 points
		75 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
18 science points	21.1 science points	0 Students
Increased 10.1 points	Increased 5.2 points	
25 Students	12 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	38.6 science points
		Increased 13.6 points
		63 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	13.9 science points
1 Student		Maintained -0.1 points
		14 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
making progress.	making progress.
Number Students: 5 Students	Number Students: 2 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**

Conclusions based on this data:

1. Insufficient data as enrollment fluctuates throughout year.

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

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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
 Orange	 No Performance Color	 No Performance Color
Prepared 13.8%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.9%	6 Students	5 Students
80 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Prepared 0%	Prepared 9%
3 Students	11 Students	Declined 4.6%
		67 Students

Students with Disabilities	African American	American Indian
 No Performance Color Prepared 0% Declined 10% 19 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Orange Prepared 13.2% Maintained -0.5% 53 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Prepared 7.1% Declined 9.5% 14 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 No Performance Color	 No Performance Color
42.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 22.6	9 Students	2 Students
108 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	45.2% Chronically Absent
1 Student	7 Students	Declined 21.8
		84 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
40% Chronically Absent	45% Chronically Absent	0 Students
Declined 24.3	Declined 33.9	
25 Students	20 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	43.9% Chronically Absent
3 Students		Declined 18.9
		57 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	45.5% Chronically Absent
6 Students		Declined 18.5
		22 Students

Conclusions based on this data:

1. CIS is an independent study school using positive attendance based on school work completed. CIS will have to develop a methodology to analyze this type of data.
2. CIS collects attendance and ADA in a non traditional way. We collect our attendance monthly. Additionally, any student who is not generating ADA or holding to the terms of the master agreement will be dropped.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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**
 Green	 No Performance Color	 No Performance Color
81.8% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 16.5%	8 Students	6 Students
88 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	66.7% graduated	82.2% graduated
3 Students	12 Students	Increased 17.1%
		73 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
87% graduated	Fewer than 11 students - No Data for Privacy	0 Students
Increased 37%	9 Students	
23 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	75% graduated
	1 Student	Increased 11.2%
		56 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	94.1% graduated
2 Students		Increased 41.5%
		17 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 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	0	0	0	6

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
370 Students	31 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0% suspended at least one day
4 Students	Maintained 0%	Maintained 0%
	14 Students	277 Students

Students with Disabilities	African American	American Indian
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	2 Students
77 Students	46 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
8 Students	3 Students	Maintained 0%
		227 Students

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

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1 & 8

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

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

By 2027, students at Equity Multiplier school sites will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

Goal 1

By May 30, 2027

Students at CIS will increase their ELA test score by 10% as measured by iReady scores (twice a year) as well as their collective and individual SBAC scores. According to the 2024-2025 SBAC, CIS 48.22% of CIS students met or exceeded the standard in ELA.

Seniors at CIS will complete their senior defense at a completion rate of 100%

By May 30, 2027:

English

Students in grades 9-11 will complete at least one researched written assignment in preparation for their Senior Defense Portfolios.
EL students will show at least one level of improvement on ELPAC.
All EL students will be enrolled in an ELD course.

English and Mathematics
Students will demonstrate achievement through a 10% increase in standardized test scores, with 10% of students at lower performance levels moving at least one level above their previous year's level.

20% of students will demonstrate achievement through at least one year's growth in English on I-Ready Diagnostic Exams and/or IXL Diagnostic Exams (depending on availability)--or similar available diagnostic tools.
Student achievement will demonstrate achievement through a 10% increase English course completion with grades of C or better.

Identified Need

For the 2025-2026 school year CIS started using iReady, which is another data point that we can use to monitor our students progress in the area of ELA. Too many 12th-grade students are often lacking foundational assignments for their Senior Defense Portfolio and end up doing the entire Portfolio from scratch during their Senior year. Improving reclassification of EL students remains an area of need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students in grades 9-11 with a completed researched writing assignment (out of the total number of students in grades 9-11) CAASP scores in English should increase 10% compared to the prior year Percent of students by grade level who show at least 1 year's growth in English Diagnostic Exams Students should show steady increased growth in ELA on iReady diagnostics when comparing diagnostic i & II ELPAC scores have increased Total ELD course enrollment in comparison to total EL students at CIS —	2025-2026 will be the baseline year CAASP data from the previous year in English 2025-2026. In 2024-2025 California Dashboard data indicated that CIS student performed 9 points above typical growth of students with similar test scores in the previous grade level Review of students growth on iReady from the 2025-2026 school year The number of students who have taken and completed the ELPAC should have increased The number of EL's reclassifying should have increased Number of students enrolled and completing the ELPAC should increased compared to the 2024-2025 school year. According the the California Dashboard data, only 6.7% of English Learners made	By June 2027, all students in grades 9-11 will have at least 1 completed researched written assignment English CAASSP scores will show an increase of 10%. 10% of students who previously scored at lower performance levels will increase at least one performance level on CAASP in English and Math At least 10% of students will show at least 1 year's growth in English and Math Diagnostic Exams In comparison to 2025-2026 data, there will be at least a 10% increase in English and EL courses completed with a grade of C or better In comparison to 2025-2026 data, EL students will show at least one level of improvement on ELPAC. All EL students at CIS will be enrolled in an ELD course

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	progress on the SBAC exam. That number was a 24.9% decline from the previous year	
Dashboard - college and career ready - GPA tracking, On-track for graduation, graduation rate, A-G/CTE completion	Graduation rates are well below our school's average for 2023-2024. Current rate is 65% (declined 20.7%)	Increase the percentage of students who score proficient on college and career ready strand and achieve graduation status

Annual Review

SPSA Year Reviewed: 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.

Implementation of strategies to address the disconnect between how students learn and the methodology of the online platform. Include academic goal setting, skill-building activities, note-taking strategies and exam preparation to improve content mastery.
End of 2025-2026 CIS teachers and students have started a new program called Edgeniuty which has replaced Acellus. We have rolled the program out with fidelity, however, more PD is needed

English Learners will be assessed multiple times a year using the iReady literacy program as the District reading diagnostic to monitor progress in reading comprehension.
End of 2025-2026, CIS has successfully implemented the iReady system. We have assessed students twice this year and will be using the program more in the future to have the data guide and shape our instruction.

Teachers will continue a focused effort to reclassify EL students and refine and personalize the ELD curriculum to meet the linguistic needs of students.
We now have a specific teacher to do a majority of our EL testing. This teacher has been trained by the district and can implement the program over a virtual platform

Teachers will receive professional development on all new curriculum programs, Designated and Integrated ELD, and the ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.
Only one teacher has been trained on the new ELD framework, however, all of our teachers have been trained on our new virtual program Edgenuity

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

Funding will be required for resources such as the iReady program, document cameras, student notebooks, alternative resources such as workbooks, and textbooks (Tier 2 intervention books and

high interest EL texts), and professional development/workshops. (A stipend will be provided for teachers who take on additional duties that exceed contractual hours.)
For the 2026-2027 school year, teachers will continue to receive support from iReady and expenditures that are necessary will be implemented top support teachers and staff

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

Beginning in 2026-2027 CIS would like to implement a series of changes to the way our program is structured, these will be listed in Strategy / Activity 2

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

For the 2026-2027 school year:
English Learners will be assessed multiple times a year using the iReady literacy program.
Staff will continue a focused effort to reclassify EL students and refine and personalize the ELD curriculum to meet the linguistic needs of students.
Teachers will receive professional development on all new ELD curriculum programs and professional development on online tools for EL students.
Teachers will receive professional development on designated and integrated ELD, and the ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.
Staff will implement designated and integrated ELD, using the ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.
All EL students will be enrolled in an ELD course.

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)
	CSI
	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELA / All students

Strategy/Activity

For the 2026-2027 school year:

In person study hall / test center weekly Tests in person Teachers will receive professional development on Senior Defense Portfolios. Staff will plan for at least one researched written assignment per grade level (in grades 9-11) to be completed by May 2027. Students will be assessed up to 2 times a year using the iReady program.
Teachers will be able to tutor students before and/or after school to increase learning and understanding

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)
8000	Title I Part A: Allocation
6820	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 & 8

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

Goal 2

By May 30, 2027:

Math:

All CIS students will increase their math scores by 10% as measured by SBAC at the end of the 2026-2027 school year
All CIS students will increase their math scores by 10% across the board as indicated by iReady diagnostic scores

By 2027, Equity Multiplier students will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

Identified Need

According to the California Dashboard in 2024-2025 CIS students were over 200 points away from the standard in Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CIS students who are socioeconomically disadvantaged were 241 points below the standard according to the SBAC	Socioeconomically disadvantaged students scores declined 16.4 points from the previous year	Socioeconomically disadvantaged students will increase their math scores by 10% as reflected in their SBAC scores
Latino students in math were 252 points below the standard, according to the SBAC	Latino students declined 31 points on the SBAC compared to the previous year	Latino students will increase their math scores by 10% as reflected in their SBAC scores

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students with disabilities were 270 points below the standard, according to the SBAC	Students with disabilities scores declined 4.2 points from the previous year	Students with disabilities will increase their test scores by 10% as reflected by their SBAC scores.

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.

Math for 2026-2027

CIS students have traditionally struggles in math given the virtual platform in which they learn

CIS students have a unique challenge with math. If they are not on grade level they will quickly fall behind

Teachers will attend professional development conferences to improve their best practices, subject mastery, and ability to use purchased curricular platforms to improve student performance and content mastery.

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

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

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

We will implement tutoring for student who need to have more math support

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers at CIS will have the opportunity to tutor student in math either in person or virtually before and/or after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8132	Title I Part A: Allocation
6820	Title I Part A: Allocation
	CSI

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5 & 8

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child
Students will be encouraged to come in person for quizzes and tests. There will be a credentialed teachers in the room supporting each and every student.

Goal 3

Student Engagement:
CIS families, guardians and educational rights holders feel welcome on campus and at school events (both virtual and in person), feel knowledgeable about policies, expectations and available resources, and are engaged and invited to communicate openly with faculty and staff.

CIS students and parents will be able to access the school either in person or via email or phone call. Parents will need assistance navigating systems which may affect their student. Students will be encouraged to come in person for quizzes and tests. There will be a credentialed teachers in the room supporting each and every student.

By 2027, Equity Multiplier students will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

Identified Need

During the 2025-2026 school year, CIS staff recognized that parents and students needed to be engaged on a higher level. Support for the parents and students in the form of a Community Assistant and in person testing opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
More students engaging in their work, resulting in higher ADA	2025-2026 data will be the baseline	Less students being dropped and more ADA being generated
In Person learning for quizzes and tests	2025-2026 data will be the baseline	Higher grades / less "NG" and F's for CIS students
Back-to-School Night and Open House attendance	Baseline/Actual Outcome	At least 50% of students will have a family/guardian/Ed rights holder present for Back-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		to-School Night and/or Open House

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.

2026-2027 Analysis
Continue to improve Wilson campus now that it is the comprehensive TK through 12 school site.

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

Not too many differences. However, we will create a schedule for teachers so that there is consistency with coverage for students for when they attend in person.

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.

First year of implementation of new online curriculum..2026 analysis, the staff has be engaging in on going professional development and we are working to streamline the new online program

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CIS will provide targeted outreach and engagement supports for students and their families to strengthen connections between home and school. These efforts will include:
1. home visits
2. ongoing communication and monitoring of student engagement
3. family meetings designed to build relationships and support student success
In addition, resources will be available to support family needs and facilitate meaningful family engagement opportunities aligned to student outcomes.

Additionally:

We will allocate 1k for teachers who have to cover their colleagues shift in case of unforeseen circumstances to maintain consistency for students.

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)
30960	LCFF Supplemental and Concentration (S/C)
1000	Title I Part A: Allocation
942	Title I Part A: Parent Involvement
173	Title I Part A: Parent Involvement

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 & 8

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

Goal 4

Students will have access to college and career curriculum and instruction.
There will be a 10% increase in the number of students in grades 9-11 who are on-track to graduate at the end of their Senior year.By 2027, students at Equity Multiplier school sites will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

Identified Need

Students at CIS deserve the same opportunity as other students to experience a college going academy. Student will participate in the HOSA program which is our applied health program at CIS.
Secondly, CIS student will continue to use our Edgenuity program to strengthen their skills and teachers will continue to have training and support
Third, CIS student swill have funds set aside so they can attend college field trips and to engage with college students and staff
Lastly, CIS students and staff will have dollars allocated for them to attend conferences relating to college and career opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard College/Career Report	Data from 2026 will be the baseline	Increase by 10% the number of students who score high/green or very high/blue on California School Dashboard College/Career Report
Number of students in grades 9-11 who are on-track for graduation based on number of	Data from 2025-2026 will be the baseline	Increase by 10% the number of students in grades 9-11 who are on-track for graduation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
credits and percent progress towards A-G/CTE completion		based on number of credits and percent progress towards A-G/CTE completion
Student participation in and successful completion of college and careers coursework	Data from 2025-2026 will be the baseline	Increase of 10% in student participation in and successful completion of college and careers coursework
Hours of district-mandated community service or work-based learning completed by students in grades 9-11	Data from 2025-2026 will be the baseline	Increase of 10% in students in grades 9-11 with progress towards the district-mandated community service or work-based learning graduation requirement
Graduate rate (as a percent)	Graduation rate for 2023-2024 is 65%	Increase graduation rate by 5%

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.

First Year of goal

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to college and career curriculum and experiences through participation in a college-going academy model, including the HOSA (Applied Health) pathway, use of Edgenuity to strengthen academic skills, and exposure to college environments through field trips and engagement with college staff and students. Resources will also support staff training and student participation in college and career-focused conferences to expand postsecondary awareness and readiness.

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)
165,500	CSI
34500	CSI
3000	Title I Part A: Allocation
4358	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	$39245
Total Federal Funds Provided to the School from the LEA for CSI	$200,000
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$239245
Other State/Local Funds provided to the school	$30960

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: $270,205

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
CSI	200000	0.00
LCFF Supplemental and Concentration (S/C)	30960	0.00
Title I Part A: Parent Involvement	1115	0.00
Title I Part A: Allocation	38130	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	200,000.00
LCFF Supplemental and Concentration (S/C)	30,960.00
Title I Part A: Allocation	38,130.00
Title I Part A: Parent Involvement	1,115.00

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

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Raymond Cross	Principal
Karen Kobey	Classroom Teacher
Jermaine Love	Classroom Teacher
Norma Ohlson	Classroom Teacher
Tonita Fernandez	Parent or Community Member
J. Fernandez	Secondary Student
Irma Gutierrez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

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

SSC Meeting Minutes

Meeting Location was online using Google Meet.

Meeting Date: May 20, 2026 2:00 PM

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	SSC	● SSC Chair The meeting was called to order at 2:09 PM. Called to order by Ms. Kobey. Roll Call / No Quorum Members Present: ● Teachers: Norma Ohlson, Karen Kobey, Jermaine Love ● Other Staff: Irma Gutierrez, Raymond Cross ● Parents, Students, Community Members: Tonita Fernandez, Jamari Fernandez ● Guests: Denise Burciaga, Jennifer Pringle, Randyl Barrozo, Andrea

		Reynoso
2. Minutes	*March 11, 2026 *April 15, 2026 *May 13, 2026	● Approval ● Motion to approve the March 11, 2026 minutes made by Ms. Ohlson; seconded by Ms. Gutierrez. Motion passed unanimously. ● Motion to approve the April 15, 2026 minutes made by Ms. Ohlson; seconded by Mr. Love. Motion passed unanimously. ● Motion to approve the May 13, 2026 minutes made by Ms. Ohlson; seconded by Mr. Love. Motion passed unanimously.
3. SPSA	Discuss	● Approval ● Ms. Kobey stated that she was informed that Ms. Curtin's position at CIS would be 75% next school year but that the SPSA has money set aside for a 100% position. Mr. Cross may work with the district to increase Curtin's % at CIS. Ms. Kobey wanted the record to

		show that she is advocating for a 100% CTE position for CIS, as the allotted budget shows in the SPSA draft. ● Ms. Kobey also brought up FinalSite and wanting to have that added into the SPSA to work on getting it set up before the school year starts, instead of waiting until fall to have a SPSA addendum. She suggested moving money from Goal 4 (fieldtrips) to Goal 3 (for FinalSite), about $8,000. There was discussion about the importance of fieldtrips while also wanting to balance that with parent communication and outreach. Being able to do both would be ideal. ● Ms. Kobey proposed amending the SPSA under the Strategy 1 for Goal 3 to include FinalSite, with $8,000 moved from the current $34,500 in CSI funds under Goal 4 to cover the cost. ● Motion to approve the SPSA as amended (see bullet point above) made by Mr. Love and seconded by Ms. Ohlson.

		Motion passed unanimously.
4. SSC Members and Vacancies	Update/review	● Informational
5. Public forum	Open forum	● Public (None)
6. Adjourn Meeting	SSC Chairperson	● Informational Meeting adjourned at 2:30 p.m.

SSC Meeting Agenda

Meeting Location will be online: https://meet.google.com/sbh-okgr-ymp

Meeting Date: May 13, 2026 2:00 PM

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	SSC	• SSC Chair
2. Minutes	*March 11, 2026 *April 15, 2026	• Approval
3. SPSA	Discuss	• Informational and Approval
4. SSC Members and Vacancies	Update/review	• Informational
5. Public forum	Open forum	• Public
6. Adjourn Meeting	SSC Chairperson	• Informational

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: CIS Academy

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	155	$50,063.45

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	CIS Academy	**Principal:**	Raymond Cross
School Number:	(626) 396-5800	**Counselor:**	Randyl Barrozo
Date Completed:	May 20, 2026	**Principal Signature:**	Raymond Cross

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
42%	30%	25%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Data Sources include: • Shared spreadsheet amongst staff • Monthly attendance reports • Communication between teacher and student/parent	Monthly. Discussion regarding attendance will occur with students and families as attendance starts to decrease.	Students and parents are in communication with the school and we are maintaining a positive trend regarding attendance

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Attendance Improvement Team includes: ● Admin ● Counselor ● Teachers ● RSP case carrier	Team meets during "A" meeting to discuss students and their progress	The team meets and we discuss protocols and procedures that we have implemented at CIS regarding students and attendance

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?	● Students will be recognized for attendance ● During Advisory and individual student check in students will be reminded about attendance, rules and how we collect attendance ● Scheduled meetings with parents will happen as needed once students have not logged on for three consecutive days	Recognition events will take place once a semester These meetings will happen with the teacher weekly Meetings will occur as needed on an ongoing basis	More students will receive recognition and as a result, less students will be chronically absent Parents of absent students will check in with us regularly if student is struggling with attendance so we can begin support

b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	• Weekly phone call from admin stressing the importance of attendance • Teacher email and phone calls • Letters mailed home warning students they may be in danger with their attendance • Home visit is possible by teacher, admin or community assistant	Phone call is made weekly Teachers email and call students and parents as soon as students start to miss with unexcused absences. All of the correspondence is kept on a spreadsheet Correspondence is happening on a weekly basis for students who are not showing up Home visits occur when students and parents are not responding	Teachers have reduced their amount of emails The spreadsheet has been updated and no students are receiving letter # 1 and as a result, they are not being dropped

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	SART conferences will be held virtually with our students being in a virtual setting Students who are having challenges with attendance will have their mentor teacher as the lead person checking in on them frequently	Monthly Weekly/ mi-monthly	We will identify the chronically absent students and hold them accountable to the master agreement. We will reduce the percentage of

b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	The teacher, counselor and admin will work with students and families to reengage them into learning. We will work from where they are Intervention teacher / MTSS will create a plan through Panorama to support students who are chronically absent	Monthly / as needed	Success will be defined by more students staying in school and not being dropped by the program

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:

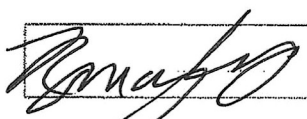
Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear	☐ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/26

Attested:

Clear  (turn page)	Principal, Raymond Cross on 5/22/26
Clear	SSC Chairperson, Karen Kobey on 5/22/26

