

# 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	April 19, 2022	June 23, 2022

## 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)

### Comprehensive Support and Improvement

CSI is identified as a CSI school based on its graduation rate and 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 remedial academics in an effort to increase students at below-basic and far-below-basic levels into at least one minimum category above. SBAC, CAASPP and English Language Learners performance strands will be used for academic evaluations.

In response to the effects of COVID-19, CA Senate Bill 98 waived some requirements and opportunities for gathering and reporting information. All statements, evaluations, data and analysis in this report are appropriately sourced from valid and reliable data from the 2018-2019/2019-2020 school years.



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) at the start of this year (2021-22). Currently, our total student enrollment stands at 499 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.

CIS occupies nine classrooms on the Pasadena High School campus and has expanded into additional space at Wilson Middle School, with twelve certificated teachers, two CTE teachers, and a supporting staff including a principal, a program specialist, a counselor, an office manager, and a data clerk serving approximately 450 students at any given time. The school has traditionally serve ellite sitfr1(p)- percentageollme”

insured) for therapeutic treatment; students who do not qualify are referred to outside agencies. The Student Success Collaborative through Pacific Oaks College is part of a District initiative for Social Emotional Learning (SEL). The referral program provides students with a coach to help them with educational goals while facilitating access to community wellness support. The College Access Program (CAP) provides services to help students and families navigate the college process, supporting them from middle school through college graduation. The CAP counselor is available in-person on campus and virtually, two days each week. At the secondary level, Lions International is a club on campus that offers new learning and leadership experiences and community service opportunities. Additionally, the Health Occupations Students of America (HOSA) is a Career Technical Student Organization (CTSO), sponsored by CA Department of Education, which offers leadership opportunities in the Health Care field. Secondary students can concurrently enroll and participate in sketching, drawing, graphic arts, photography, painting, social science, science, and language classes offered by Pasadena City College. At the elementary level, art classes are provided by a consulting artist and this program will be available at the secondary level in the 2022-2023 school year.

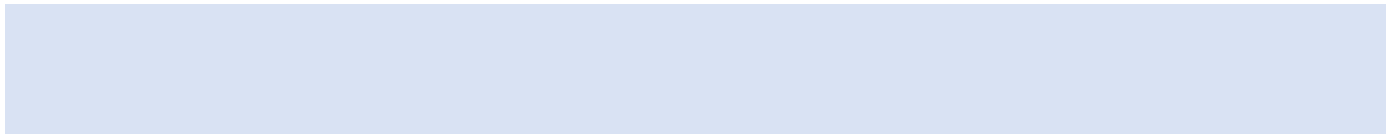
Beginning six years ago, students were able to be concurrently enrolled in courses offered through Pasadena City College and take them on our campus. Soon afterwards, the Twilight Adult School (PUSD) began to offer courses in Medical Terminology and Home Health Care in the late afternoon. These were non-credit, college level classes that counted as a year's elective credit per course for CIS and other high school students. These classes are now part of the standard offerings for secondary students at CIS. CIS has also partnered with the LEARNS Program to offer after school activities such as Driver's Education and tutoring classes. Due to Covid-19, these programs have been temporarily suspended until further notice.

For additional information, the CIS website can be accessed at <http://cis.ts> at [CIS Academy](#)

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>American Indian</b>	0%	%	0.49%	0		2
<b>African American</b>	11.92%	11.0%	13.83%	23	17	56
<b>Asian</b>	0.52%	1.3%	6.91%	1	2	28
<b>Filipino</b>	0.52%	%	0.25%	1		1
<b>Hispanic/Latino</b>	70.47%	67.5%	55.31%	136	104	224
<b>Pacific Islander</b>	0.52%	0.7%	0.25%	1	1	1
<b>White</b>	12.95%	14.9%	16.05%	25	23	



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment	
Number of Students	





Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	*			*			*		
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	9.52	*		25.40	*		65.08	*	
All Grades	8.11	*		29.73	*		62.16		

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

### Overall Participation for All Students

# of Students Enrolled

# of Students Tested







Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*			*			*			*		
9	*			*			*			*		
10	*			*			*			*		
11	*			*			*			*		
12	27.78	*		22.22	*		50.00	*		18	*	
All Grades	33.33	*		29.17	*		37.50	*		24	*	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Reading Domain  
Percentage of Students by Domain Performance Level for All Students**

**Conclusions based on this data:**









# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest
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# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.





# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	110	100



<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

**Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students**

Student Group	
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**Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students**

<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
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All Students

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Conclusions based on this data:**

1. Non-sufficient data available for students who completed both course work and CTE trainings.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

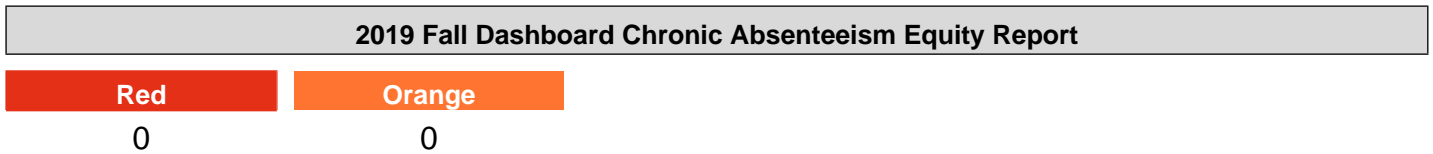
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.









The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">66.7</p> <p align="center">15</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>

**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.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	110	74	26	67.3
English Learners	13	5	3	38.5
Foster Youth				
Homeless	6		4	
Socioeconomically Disadvantaged	95	61	22	64.2
Students with Disabilities	5		1	
African American	13	13	4	100
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	72	42	17	58.3
Native Hawaiian or Pacific Islander				
White	19	14	2	73.7
Two or More Races	5		2	

### Conclusions based on this data:

1. CIS Academy is an alternative school with students entering and leaving throughout the year. Non-grads are enrolled in the Spring semester and some students who are eligible to graduate often transfer back to traditional school.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

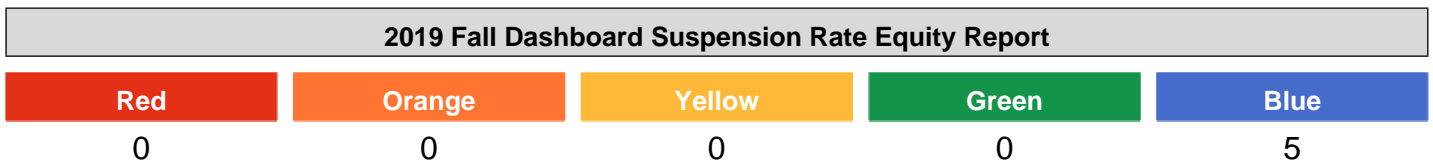
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Blue 0 Maintained 0 278	<p><b>English Learners</b></p> Blue 0 Maintained 0 47	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 1
<p><b>Homeless</b></p> No Performance Color 0 16	<p><b>Socioeconomically Disadvantaged</b></p> Blue 0 Maintained 0 175	<p><b>Students with Disabilities</b></p> No Performance Color Less than 11 Students - Data Not 10

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American
Blue
0
Maintained 0
32

American Indian
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Asian
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No Performance Color [(q

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

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

### Goal 1

By May 30, 2023, CIS staff will facilitate measurable growth in student achievement. At least 30% of students will demonstrate increased literacy skills including, vocabulary and reading comprehension, as indicated by a higher score on the standardized tests. Students will also demonstrate achievement through a 10 to 15% increase in standardized test scores in each of the lower performance levels. Finally, student achievement will be measured by a 2% increase in Math and English course completion with grades of C or better.

### Identified Need

The use of data to make school-wide decisions has increased over the years. While data is consistently collected, improvements need to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction. We need to increase the analysis of data in order to improve student success and ensure that students graduate on time.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>EL Graduation rates are well-below our school's average</p> <p>CAASPP Results 2018-2019 For ELA, 88 percent of students did not meet grade level requirements.</p>	<p>English Learners will work towards reclassification. Small group tutoring and individual tutoring will be offered for identified students who struggle with academic classes. This action will target SPED and non-grad students who are at level 1.</p> <p>All Foster Care Students' transcripts will be evaluated. Credit recovery will be available for students with incomplete courses. Students will be placed on track to graduate with AB 215 district requirements or be able to</p>	<p>Increase the percentage of EL students progressing at least one level or achieving proficiency by 20 percentage points across two years.</p> <p>Increase percentage of English proficiency attainment among Long-term ELs by 25 percentage points</p> <p>Increase the percentage of academically at-risk students scoring meets or exceeds on the CAASPP ELA assessment by 25 percentage points.</p> <p>Increase the percentage of academically at-risk students</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	transfer to a traditional school site.	scoring meets or exceeds on the CAASPP English assessment by 20 percentage points.

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 2**

### **Students to be Served by this Strategy/Activity**

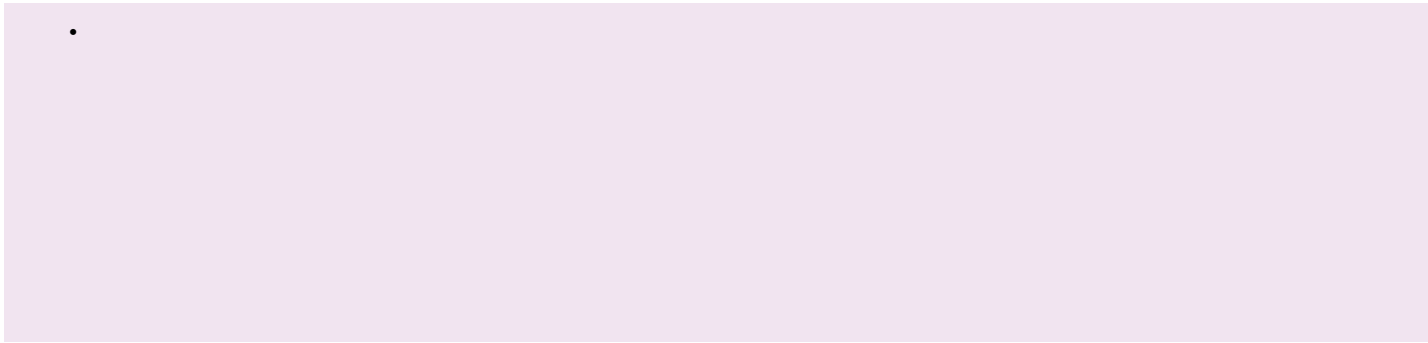
(Identify either All Students or one or more specific student groups)

All Students, grades TK-12

### **Strategy/Activity**

Assess reading abilities upon entrance with periodic assessments to monitor progress in Reading Comprehension

Students will recognize, comprehend, and utilize academic language. Furthermore, the activities library will include best practices. Teachers will also develop collaborative lessons that support College and Career activities.





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)

By May 30, 2023, all students will need to develop academic language at independent levels. Teachers will continue to stress academic language in all subject matter for all students. Teachers will guide students in selecting appropriate academic language during seminars/classes. Students will gain insight and understanding of practical use of knowledge.

### Strategy/Activity

Utilize Project-Based Learning (PBL) activities in seminars/classes along with the cross-curriculum activities and projects.

Math students will be assessed three times a year (pre, during, and post) to monitor progress in various content areas. Teachers will continue a focused effort to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students. Teachers will receive professional development on all new curriculum programs, Designated and Integrated ELD and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards.

The math seminars/classes will maintain a small teacher to student ratio in order to allow for increased monitoring of student performance. Students will demonstrate mastery on strands of work that are aligned with content standards. Students will recognize, comprehend, and utilize academic language during seminars.

Software programs will be used as a supplemental resource to provide students with a tool to scaffold content towards mastery of grade level concepts. This will include IXL.

### 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)

4100

CSI

8310

LCFF - Supplemental and Concentration (S/C)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

By May 30, 2023, 100% of students will exhibit understanding of key mathematics standards as evidenced by increased growth on unit tests, and mid-term and final exams.

### Strategy/Activity



Students will demonstrate mastery of strands of work that are aligned with content standards.

Resources for teaching and intervention added to seminars/classes for individual/group work.

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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 # 3

Ensure that school facilities are warm, engaging, clean and well maintained.

### Goal 3

Expected move to Wilson campus in Fall of 2022-2023 school year.

CIS has plans to work with the PALS program to offer student volunteer opportunities through the Medical Arts Pathway.

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100% of students will be supervised by well-trained and qualified teachers each day and supported by a trained support staff.

Teachers will use ISTE standards designed to incorporate the use of technology into teaching and learning. This is a way to promote 21st century learning skills for our students.

**Proposed Expenditures for this Strategy/Activity**



# 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 # 4

Parents and guardians feel welcome at their school, have sufficient two-way communication and are provided with the knowledge and skills to successfully support their child.

### Goal 4

Staff will continue to build trusting relationships with families that support and foster shared responsibility for student achievement. Evidenced by WASC survey data, CIS parents, guardians and families feel welcomed 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.

By May 30, 2023, conduct a school climate survey among students, staff and parents using valid

**Students to be Served by this Strategy/Activity**

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

By May 30, 2023, all students will be able to enter school through a secure location.  
Refine CIS protocols for students missing work assignment deadlines.





Provide professional development: Parent Portal, collaborative communication, and cultural awareness, Google training, Trauma Informed Care, ESSA SSC-Budget, California Dashboard, volunteer recruitment in collaboration with the District Family and Community Engagement Department. A schedule of events, workshops and training sessions will be created by parent interest, staff concerns and identified students' needs. CIS academy will also work with stakeholders to regularly elicit input into the direction of the 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)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**







# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

## Goal 7

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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





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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal #

## Goal 10

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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.



# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
CSI	191633	0.00
LCFF - Supplemental and Concentration (S/C)	51625	0.00
Title I	40765	0.00
Title I Part A: Parent Involvement	1200	0.00

## Expenditures by Funding Source

Funding Source	Amount
CSI	191,633.00
LCFF - Supplemental and Concentration (S/C)	51,625.00
Title I	40,765.00
Title I Part A: Parent Involvement	1,200.00

# 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
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Lawrence Torres	Principal
Debbie Curtain	Classroom Teacher
Andrea Reynoso	Classroom Teacher
Katherine Wiggins	Classroom Teacher
Irma Gonzalez	Other School Staff
Maria Gonzalez	Parent or Community Member
Lisa Robinson	Parent or Community Member
Elbe Moody	Secondary Student
April Chavez-Gonzalez	Secondary Student
Mila Burns	Secondary Student

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 April 19, 2022.

Attested:



Principal, Lawrence Torres on 5/9/2022



SSC Chairperson, Lisa Robinson on 5/9/2022









## 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.]*







- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder 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.



## **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).

## 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

**Title I - Other Authorize**



**Pasadena Unified School District  
CIS Academy  
School Site Council  
April 19, 2022  
5 P.M.**  
The meeting will be held virtually

[New Meeting Link](https://pusd.webex.com/pusd/j.php?MTID=m204d4e96e8a2e8a48f0f832253bef95e)

<https://pusd.webex.com/pusd/j.php?MTID=m204d4e96e8a2e8a48f0f832253bef95e>

[Join Webex meeting](#)

ID: 26206276749

Password: HHkdfuRu547

**VII. Unfinished Business (Action Item)**

Lisa Robinson, Chair

None

**VIII. Presentations/Discussions**

° SPSA

Larry Torres

° Spending allocation

Larry Torres

**IX. New Business (Action Items)**

Á Spending allocation

**X. Agenda Recommendations (Action Item)**

Vice Chair

**XI. Announcements**

**XII. Adjournment (Action Item)**

[Lisa Robinson](#)





**2021-2022 SSC composition:**

**Principal**

Larry Torres

**Teachers:**

Debbie Curtin

[Katherine \(Katie\) Wiggins](#)

Andrea Reynoso

**Other School Personnel**

Irma Gutierrez

**Parents/Community Members**

Maria Gonzalez

[Lisa Robinson](#)

**Students:**

Elbe Moody

April Gonzalez-Chavez

Mila Burns

Grayson Avery (alternate)

Priest Dunn (alternate)

**SSC Meeting Dates For 2021-2022:**

**October 5, 2021 Held**  
**November 2, 2021 Held**  
**November 16, 2021 Held**  
**December 7, 2021 Held**  
**January 11, 2022 Held**  
**February 1, 2022 Held**  
**March 1, 2022 Held**  
April 19, 2022

March 1, 2022

Meeting called to order at 5:06 by Lisa Robinson

In attendance: Andrea Reynoso; Lisa Robinson; Debbie Curtain; Katie Wiggins; April Gonzales;  
; Maria Chavez; Elbe Moody; Alan Curtain, Lawrence Torres, Irma Gutierrez

No public comment

Maria Chavez moved; April second to approve January minutes Motion passes 8-0

Ms. Curtain moved and Ms. Wiggins second Motion passes 8-0

Mr. Torres commented on changing Covid 19 protocols. Students and staff no longer have to wear masks outdoors.

Mr. Torres commented about the Physical Fitness testing which took place this morning at Wilson Middle School.

Mr. Torres led a discussion about going into budget development and that next meeting would be looking at allocating the local site funds received from the district.

There was no further business.

Meeting adjourned 5:48

SSC Minutes April 19, 2022  
Meeting called to order at 5:05

Ms. Wiggins; Ms. Robinson, Ms. Reynoso, Ms. Curtain, Ms. A Gonzalez, Ms. Gutierrez, Mr. Torres, Ms. Stowers (guest)

Quorum present

Ms. Gonzalez moved to approve the minutes Mr. Torres seconded. Motion approved by roll call vote 7-0.

Mr. Torres presented the proposed SPSA goals for the 2022-2023 school year. He explained the goals were based on the district LCAP goals adopted by the Board of Education. He then presented proposed expenditures to meet those goals

A Gonzalez moved to approve the SPSA Goals; seconded by D curtain

Motion passed by roll call vote 7-0

Ms. Wiggins moved to approve the SPSA plan with editing permission by the school Principal. Ms Gutierrez seconded. Motion carried by roll call vote 7-0

Mr. Torres thanked the committee for it's hard work and commitment throughout the year.

Meeting adjourned at 6:15