PASADENA UNIFIED SCHOOL DISTRICT

SCHOOL ACCOUNTABILITY PLAN
2016-2017

-The Single Plan for Student Achievement

Charles W. Eliot Arts Magnet Academy

19-64881-6058465
CDS Code

Date of this revision: May 25, 2016

The Single Plan for Student Achievement (SAP/SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lori Touloumian

Position: Principal

Phone Number: (626) 720-1732

Address: 2184 N Lake Ave.
Altadena, CA 91001

E-mail Address: touloumian.lori@pusd.us

The District Governing Board approved this revision of the School Plan on .

Table of Contents

Mission Statements and School Descriptions

2016-2017

School Vision and Mission

Eliot Arts Magnet Academy community will honor our PUSD Culture and Values while pursuing our school's vision of becoming a Premier Arts Academy and Community Center for the Arts, Nurturing the Communication, Collaboration, Critical Thinking, Creativity/Innovation and Cultural Competency skills necessary for success in the 21st century. Students will perform in state-of-the-art facilities and create with the latest technologies.

We are music,
We are dance,
We are visual arts
We are theater arts.

Eliot Arts is an innovative magnet school for students in grades 6-8 who are interested in music, dance, visual arts, and theater arts. We offer all students…

- Excellent Academics- We have a team of highly educated and experienced teachers with diverse backgrounds, and rigorous, standards-based curricula.
- An Arts Focus- At Eliot Arts, students have access to various music, dance, theater arts, and visual arts programs and electives taught by professional artists and musicians in state of the arts facilities.
- Arts Integration- Art is integrated into core academics, fostering 21st Century skills and the application of Common Core standards.
- Community Arts Partners- Students collaborate with top-rated, renowned LA area arts organizations and consultants to enhance real-world application of learning.

Our partners include: A Noise Within, Art Center College of Design, the Huntington Library, Art Collection and Botanical Gardens, the LA Music Center, Little Kids Rock, and Lineage Dance

School Profile Description

Please include:
- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and
- **FOR SCHOOLS IN PROGRAM IMPROVEMENT (PI) identify areas and/or subgroups not meeting** AYP targets and identify the school's year of PI status.

Charles W. Eliot was the President of Harvard from until . His Middle School was founded in 1931. The twelve-acre campus is nestled in the San Gabriel Mountains, just northwest of Pasadena in the picturesque community of Altadena. We serve grades 6-8 and are one of three traditional middle schools in the Pasadena Unified School District. The school serves a community of predominantly low to middle-income families (86% Poverty level) and serves as the home school for a significant number of group and foster home students.

Charles W. Eliot Arts Magnet Academy is in transition to becoming a premier Art's school with a rigorous integrated curriculum melded with 21st century learning outcomes of Creativity/Innovation, Collaboration, Communication, Critical Thinking and Cultural Competency Skills. It is our intention to provide all students access to an excelling middle school experience with an innovative arts education.

The surrounding Altadena community is extremely supportive of the success of Eliot and our MSAP Award. The community possesses a host of artists, musicians, and environmentalists. This year we are collaborating with several community organizations to implement the MSAP Grant and continue PBIS/RTI efforts. A Social Emotional Learning Curriculum (Second Step) is part of a comprehensive school wide intervention program to promote healthy social/emotional learning. These programs, along with our focus on building a positive behavioral incentive system, will make a significant positive impact on the culture and climate of the school.

We are committed to developing and implementing a quality parent and community engagement plan that will sustain a rigorous, academic environment and a high school ready, college going culture. Stakeholder will be engaged and active in promoting our Response to Intervention Program as well as our various Art's Showcases.

Eliot currently has 435 students enrolled for the 2015-16 school year. The ethnic groups which currently make up the schools' population include 20% African-American students, 71% Hispanic, 4% white, 1% Asian, and 3% Filipino/Filipino American. Eliot Arts serves a wide variety of students: 8% are in foster care, 9% are designated Special Education, 16% English learners, and 89% are eligible for free or reduced lunches. Eliot Arts has 1 Principal, 1 Assistant Principal, 1 RTI coach and 25 teachers, 100% are fully credentialed.

Eliot Arts implements a 6 period school day with 53 minutes periods coupled with a 0 period advisory that meets every morning for 30 minutes.   This school year we have begun Fun Friday celebrations with dress up days and team building games. We also have begun positive referrals and Husky Bucks redeemable at the Eliot Arts Exchange.

The number of instructional minutes per day provided to our students Tuesday through Friday is 365, with a minimum day schedule every Monday for professional development with 265 minutes.

Since 2014-2015 was the first year of measured CAASPP testing, students did not perform up to their possible potential. Eliot Arts has spent the 2015-2016 school year providing students with opportunities to be better understand and achieve the new Common Core Standards and develop technological skills necessary to copmlete the CAASPP assessment.   Eliot subgroups are; African American, Hispanic, English Language Learners, Special Education, and Socio-economically Disadvantaged.

Eliot Arts continues to grow relationships in the Arts community. Teachers have participated in several full and half day professional development session with Inner City Arts. Additionally, many A-Monday professional development session have been lead by consultant professors from Cal Stae LA and the Alliance for the Study of School Climate to develop transformative classroom management and school climate strategies.

Our Magnet Schools Assistance Program (MSAP) Grant has allowed us to significantly upgrade facilities and technology.

Art Gallery
Video recording Studio
Mac Design Lab
PBL/DBL Teacher Space (Project Lab)
Print Shop
Art Studio
Dance Studio
Urban Garden and Outdoor classroom
Renovated (Measure TT) State of the Art Auditorium

School Data for 2015-2016 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	**%**		**14-15**	**15-16**
African American	86	20%	**Attendance %**	94.3	96.64
Asian	3	0.7%	**Truancy %**	60%	51.6%
Hispanic/Latino	302	71%	**Suspensions**		
White	18	4.2%	**# of**	272	126
Multiple/No Response	6	1.4%	**# of individual students**	106	74
Other	23	5%	**Referral for Expulsions**		
English Learner	45	10.5%	**# mandated**		6
Socio-Econ. Disadvantaged	339	80%	**# permissive**		4
Special Education	37	8.6%			
Foster Youth	34	7%			
Total Enrollment:	428				

Reclassification

Target	15% increase
% of students who reclassified	14%
% of students that moved up by 1+ levels	29%

School Improvement Progress Narrative

Target/Goal/ Focus Area	Prior Year Goal Use either annual goal/target (if available) or monitoring indicators	Met? Yes (Y) No (N) Progress (P)	Analysis Explain why met or did not meet Analyze and address both implementation and outcomes.
Math	1. Decrease % of students failing math courses to 5% or less. 2. Increase % of students passing math courses with a C or better to at least 75%.	No	Grades were not weighed consistently across all teachers/subjects. Resulting grades were subjective rather than objective, so grading did not accurately reflect student performance.
English Language Arts	1. Decrease % of students failing ELA courses to 5% or less. 2. Increase % of students passing ELA courses with a C or better to at least 75%. 3. Strengthen reading/comprehension skills using expository text related to science and history.	No	Grades were not weighed consistently across all teachers/subjects. Resulting grades were subjective rather than objective, so grading did not accurately reflect student performance.
Closing the Gap	1. Tutoring available on all subjects on a weekly basis after school. 2. After school skills development for TLA with certificated staff for RFEP and EL students, two times a week.	No	Tutoring was availible during afterschool LEARNS, but additional tutoring was not attended. We will be providing extra assistance within the school day.
Parent/Community Engagement	1. Robust, sustainable participation in PTA: membership (min=60; goal=100), meeting (x3)/program(x2) participation, volunteerism (hoursx2), fundraising participation. ELAC continues to be well-attended; AAPC meetings/programs are held regularly. 2. CABE training, parent workshops, and grade-level orientations are explicitly tied to parent awareness of and participation in decision making, both at the school site and in terms of the parents' own children's education. 3. Regular school-home communication ensure awareness of arts-related programs and opportunities. 4. Parents receive at least one positive communication from children's teachers early in the semester and are provided with teacher contact info (or called) each grading period.	Progress	1. SSC, PTA, and ELAC were active and met regularly. We did not establish an active AAPC this year. 2. Funding for CABE was not available, but parent education classes were provided by Pasadena Education Network 3. Weekly telephone, text, and email messages are sent to all families at the beginning of each week, outlining the week's events and significant items, including field trips, school performances, state testing dates, district-wide and school-specific council and committee meetings, and more. The school newsletter and website continue to be updated on a regular basis. 4. Teachers have been trained on using the Messenger system to email students' parents. School-wide use of system is in progress.
School Safety, Climate and Culture	1. Measurable decrease in disruptive and dangerous behavior. 2. Students are consistently in class and participating in learning activities.	Yes	1&2. RTI system is proving to be beneficial with a reduction of violent offenses and behavioral referrals. While the number of behavioral referrals rose and fell predictably throughout the year,

	3. Clean, attractive campus reflects that everyone takes pride in (and care of) our school campus. 4. Culture of appreciation and recognition for people's efforts and achievements reflected in signage, recognition, activities take place on a consistent basis, with majority of students earning and receiving recognition.		overall, there was significant improvement. 3. Decrease of graffiti and trash in all areas of the school is evident. 4. SSA was implemented successfully and contributes to a more positive school environment. Husky Bucks Reward Program for positive behaviors and helpful actions was also implemented and has been successful.
School Selected	1. 80% of project teachers and support staff implement theme-based instruction routinely and with fidelity (by June). 2. Sustainability plans finalized, including lists of components to be sustained and concrete, committed sources of funding and support for continuation. 3. Increase in the number of arts and arts-integrated lessons and videos posted on the website lesson plan library. 4. Increase in the quality of lessons as measured by a project-developed rubric.	Yes	One major musical production was held in the spring. Arts-based learning also continued in core subjects throughout the year. Students had access to various forms of art in the community through the school's many community collaborations and partnerships, including the Mayfield School. The school's visual arts students participated in Pasadena Art Night, the Martin Luther King, Jr. art competition, and other art-based community events. The rock band and school orchestra/jazz band also performed at
Graduation – Career/College Ready Formerly CAHSEE			

Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

Success/Challenge/Area for Improvement	Related Goal Area (if applicable)	Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.
CCSS implementation	• 100% of K-12 ELA and math classes implement CCSS-aligned scope and sequence • 75% of history teachers in grades 6-11 pilot CCSS-aligned scope and sequence • 20% of 6-8 students will demonstrate proficient use of textual evidence in their writing • 50% of 6-8 students	Professional Development focused on Common Core and the arts invited teacher to view the standards from alternative perspectives. Teachers became more invested and comfortable with the desired outcomes of the Common Core standards. Due to recovery classes in math, there was an increase of students displaying mathematical competency. We will be expanding this effort in the 2016-2017 school year.

	demonstrate numerical fluency, conceptual and procedural competency with mathematics	
SPED Performance	Goal: • Increased graduation rates • Increased access to a- g courses • Increased access to Honors and AP courses • 100% of SPED ELA and math classes implement CCSS-aligned scope and sequence	SPED students were able to access Common Core aligned curriculum in their specialized academic instruction classes as well as in their mainstream experience.
EL Performance	• Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified • Each EL will increase their proficiency level each year along the proficiency continuum • Eliot currentl has 90 LTELS with 16 reclassifying as of this month	The reclassification percentage was one point below the desired 15% and 29% of EL students increased one or more levels. Students will have additional opportunities for language acquisition in the 2016-2017 school year with the introduction Accelerated Reader, Book Club, and Balanced LIteracy. Additionally, with the seven period day, EL student will have access to art electives as well as their Language Development classes.
Discipline goals current data on suspension and expulsion How will Eliot Arts achieve the LCAP growth goals for our site?	Goal: • Reduce the percentage of suspension (in and out of school)by 10% annually by implementation of effective alternative to suspension	In the 2015-2016 school year suspension reduced over 50% from 272 to 126. This reduction was due in part to the school wide implementation of RTI and positive referrals along with positive climate activities like Fun Friday. The Safe School Ambassador program has been more fully realized with at least monthly advisory meetings. All stakeholders have noticed a shift in the school climate. To continue this trend, we will be investigating peer mediation, strengthening RTI, increasing positive reinforcements with quarterly recognition assemblies, and training for WEB program in the spring of 2017.

	• Continue to decrease or eradicate all expellable offense on campus	
Attendance Current data on attendance rates? How will Eliot Arts achieve the LCAP growth goals for our site?	Goal: • Increase attendance by .5% each year and decrease chronic absenteeism by 1% • By year one 50% of all secondary students will report feeling connected to their school • Eliot'sattendance rate increased to 96.1%.	In the 2015-2016 school year attendance rates increased by over 2% yearly. We will continue to use A2A for our letters and meeting notices. To increase attendance further, will we be holding monthly attendance meeting both in the morning and in the evening with translation and child care to better accommodate our families.

Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017

Area of Focus	School Targets
Math	• All students to complete at least one grade level real-world math project per semester. All projects will be score on an agreed upon grade level rubric aligned to the Common Core standards.
English Language Arts	• Each student to read 10 books per year & move up at least one grade level as measured by Accelerated Reader STAR assesment and book quizes. • Each student to compose at least one narrative and one expository essay yearly scored on an agree upon grade-level rubric aligned to the Common Core standards.
Closing the Gap- must include one indicator for EL	Provide all students, who are below grade level, recovery classes in mathematics and ELA. highly qualified LDRT to spearhead student achievement for EL and R-FEP students
Parent and Community Engagement	• Single evening parent group meetings to encompass PTA, SSC, ELAC, and AAPC held every other month. PTA and ELAC to hold morning meetings on alternating months. • Increased usage of parent communication tools and parent contact logs to be included with proof of grades for each grading period. • Increase access to Parent Portal to 75% of all parents.
School Safety, Climate and Culture	• Increase the number of ASB-connected student-led charter clubs and organizations. • Implement and use WEB program. • Increase membership in Safe Schools Ambassadors. • Implement quarterly student and teacher recognition assembly.
School Selected*	• Increase number of productions: Greek/ Shakespeare one-acts in the fall, and a spring musical. • Continue professional development program, working with Intercity Arts. Require teachers to do 1 grade-level project per semester, integrating arts in 2 core subjects.
Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	

* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics **(B)**	• Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS **(CCSS)**	• Implementation of CCSS for all students, including EL's and students
	Course Access **(CA)**	• Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement **(SA)**	• Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share f students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes **(OSO)**	• Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement **(PI)**	• Efforts to seek parent input • Promotion of parental participation
	Student Engagement **(SE)**	• School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate **(SC)**	• Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
Math:
• All students will complete at least one grade level read world math project per semester. All projects will be scored on an agreed upon
grade level rubric aligned to Common Core standards.

Area of Focus: X Math **(LCAP: SA, CA, OSO, CCSS)** English Language Arts **(LCAP: SA, CA, OSO, CCSS)** X Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)** Parent and Community Engagement **(LCAP:PI)**	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)** Graduation/College and Career Ready **(LCAP: SA)** (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
2015 CAASPP data reports that overall 67% of Eliot students did not meet standard in math with 73% below standards in applying mathematics.	Summer planning and professional development Ongoing professional development with district math coach Math team release time to plan, score and analyze project Math recovery classes to be provided by single subject math teachers Ten Marks and Blast programs	Quarterly math department data and progress meetings Rubric developed over the summer Release time to score and analyze math project results End of year scoring and analyzing of both projects coupled with next steps	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCAP 50,000	Summer planning sessions Project implementation beginning in Fall 2016 Students with an F in math from prior year will be placed in math recovery for at least one semester beginning in Fall 2016	X

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
English Language Arts:
- Each student to read 10 books per year & move up at least one grade level.
- Each student to compose at least one narrative and one expository essay scored on an agree upon grade-level rubric aligned to the
Common Core standards.

Area of Focus:	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)**
Math **(LCAP: SA, CA, OSO, CCSS)**	Graduation/College and Career Ready **(LCAP: SA)**
X English Language Arts **(LCAP: SA, CA, OSO, CCSS)**	(High Schools only – must include an indicator for CAHSEE)
X Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)**	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Parent and Community Engagement **(LCAP:PI)**	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
2015 CAASPP data reports 57% of all students did not meet standard for ELA and 61% of all students did not meet standard in the area of clear and purposeful writing.	Purchase of site wide Accelerated Reader licence with STAR assessment and book quizzes. Hourly classified to assist in the library and with implementation of AR Summer planning and professional development Ongoing professional development with district ELA coach and Generation Ready consultants.	Quarterly ELA department data and progress meetings School wide AR recognition of advancement and point totals. Rubric developed over the summer Release time to score and analyze ELA grade-level essays End of year scoring and analyzing of both essays coupled with next steps	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures 2000-2999: Classified Personnel Salaries	LCAP 75,000	Accelerated Reader purchased summer 2016 Summer planning and rubric development summer 2016 Students with an F in ELA who from prior year and are not EL students will be placed in ELA recovery for at least one semester	X

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	Focused professional development for writing across the curriculum. ELA team release time to plan, score and analyze ELA recovery classes to be provided by single subject ELA teachers				beginning in Fall 2016	

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
Closing the Gap:
Provide all students, who are below grade level, recovery classes in mathematics and ELA.
Employ a highly qualified LDRT to spearhead student achievement for EL and R-FEP students

Area of Focus:	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)**
Math **(LCAP: SA, CA, OSO, CCSS)**	Graduation/College and Career Ready **(LCAP: SA)**
English Language Arts **(LCAP: SA, CA, OSO, CCSS)**	(High Schools only – must include an indicator for CAHSEE)
X Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)**	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Parent and Community Engagement **(LCAP:PI)**	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
For first semester 2015-2016 - 25% of 6th grade, 9% of 7th grade and over 50% of 8th graders earned a D or F in ELA. 36% of 6th graders, 20% of 7th graders, and 50% of 8th graders earned a D or F in math. 2015 CAASPP data reported 57% not meeting standard in ELA and 67% not meeting standard in math.	Hiring of dedicated LDRT / ELD instructor Implementation of Ten Marks, A+, Accelerated Reader and hands on experiences for both math and ELA Expanded work with district level coaches for ELA and Math Master schedule to ensure enough recovery classes to meet the needs	Data reviews in quarterly department meetings. Review of student progress in AR	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	LCAP	35,000	Summer planning to plan curriculum for recovery classes. Review of grade information before the end of 2015-2015 school year. Grading period data to move students in or out of recovery classes	

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
Parent and Community Engagement:

- Single evening parent group meetings to encompass PTA, SSC, ELAC, and AAPC held every other month. PTA and ELAC to hold
morning meetings on alternating months.
- Increased usage of parent communication tools and parent contact logs to be included with proof of grades for each grading period.
- Increase access to Parent Portal to 75% of all parents.

Area of Focus:
  Math **(LCAP: SA, CA, OSO, CCSS)**
  English Language Arts **(LCAP: SA, CA, OSO, CCSS)**
  Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)**
X Parent and Community Engagement **(LCAP:PI)**
	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)**
	  Graduation/College and Career Ready **(LCAP: SA)**
	 (High Schools only – must include an indicator for CAHSEE)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
Although the PTA, ELAC, and School Site Counsel have grown coupled with the formation of Grade Level Committees for 6th and 8th, majority of Eliot Arts families do not actively participate in one or more stakeholder group.	Use data from parent involvement meetings to plan communication outreach over summer 2016. Set meeting times for the school year 2016-2017 so that several committees meet on the same day in consecutive times. Set up Parent Portal sign up station at registration to assist families in signing up. Community assistants	Registrar and community assistants will log and tally Parent Portal login in issued during registration in Fall of 2106. This list will be compared to lists of enrolled students to provide community assistants with those who need to be contacted. Meeting schedules will be on school website, Facebook page, and in registration packet. Teachers will use	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCAP 20,000	Summer 2016 - planning, set 2016-2017 meeting schedule Fall 2016 - Actively pursue Parent Portal sign up and contact information corrections Teachers retrained on calling system and types of newsletters	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	continue to update email and other parent contact information.	automated phoning system and classroom newsletters to keep parents informed.			Winter 2016-17 Parent surveys Spring 2017 - Review participation in parent groups collaborate next steps	

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
School Safety, Climate, and Culture
- Increase the number of ASB-connected student-led charter clubs and organizations
- Implement and use WEB program
- Increase membership in Safe Schools Ambassadors
- Implement quarterly student and teacher recognition assembly

Area of Focus:	
Math **(LCAP: SA, CA, OSO, CCSS)** English Language Arts **(LCAP: SA, CA, OSO, CCSS)** Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)** Parent and Community Engagement **(LCAP:PI)**	X School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)** Graduation/College and Career Ready **(LCAP: SA)** (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
Eliot Arts relaunched its ASB in 2015-2016, but membership is still quite low. Safe School Ambassadress has over 25 members, but needs to grow to have school wide impact. School climate is noticeably calmer, but students are still being sent out of class for disrupting learning. Some teachers have embraced the RTI	RTI coach Summer ASB planning with adviser Investigation of a peer mediation program Purchase,training and planning of the WEB program Continued relationship with the Safe School Ambassadors trainers and	At least ten active student created and centered ASB connected clubs will be formed by the end of first semester 2016 Safe School Ambassadors will continue to have family meetings monthly and will increase actions participated in by students. Safe School Ambassadors will train a new group of 6th grade students early in second semester 2017	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures 5900: Communications	LCAP 40,000 Other 100,000	Summer 2016 - ASB planing Outline first recognition assembly Fall 2016 Club sign up and suggestions at registration Safe School Ambassadors plan actions RTI coaching	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
strategies, while others are still struggling with them. Fun Fridays, Husky Bucks, Positive Referrals, and the Eliot Exchange have illustrated the power of the positive to change culture.	Community Matters parent organization Planning for positive recognition assemblies Hire additional supervision with program aides for before school and at lunch Strength Academy purchase, training, and implementation..	The WEB program training second semester 2017 RTI coaching will continue providing teachers with strategies to keep students on task, engaged and learning. Quarterly assemblies will be held beginning with the first grading quarter in fall 2016.			First assemblies Winter 2017 Continue RTI Review Club data Plan SSA training Assemblies Spring 2017 SSA training WEB training Continue RTI Review data and plan next steps	

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
 Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
VAPA:
- Increase number of productions: Greek/ Shakespeare one-acts in the fall, and a spring musical
- Continue professional development program, working with Inter City Arts. Each semester, each grade will complete a project integrating arts in at least two core subjects per semester. Projects will be scored using a rubric developed in collaboration with Inner City Arts.

Area of Focus: Math **(LCAP: SA, CA, OSO, CCSS)** English Language Arts **(LCAP: SA, CA, OSO, CCSS)** Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)** Parent and Community Engagement **(LCAP:PI)**	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)** Graduation/College and Career Ready **(LCAP: SA)** (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, XVAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
As a MSAP VAPA middle school, Eliot Arts has developed arts awareness, skills, and some competencies, but using arts to provide Common Core instruction is still not school wide. Both theater arts and choir are somewhat new to Eliot Arts and do not have the same historical basis as visual arts and instrumental music.	Hiring of guest artist and/or teacher with some theater background. During summer 2016, Arts Committee decides on the calendar for performances and showcases along with plays/ musical to be preformed. Purchase plays and performance rights for all productions for the school year. Continue professional development relationship	Art performance and showcase calendar will be provided in print and electronically to Eliot Arts community by September 2016 Teachers will complete their first Inner City Arts assisted project before the end of third grading period and their second before the end of the seventh. There will be showcases and performances at Back to School, Winter Concert, Open House, Spring	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures 5900: Communications	LCAP Other	25,000 100,000	Summer 2016 Planning & possible PD with Inner City Arts Calendar with Arts Committee Hire for theater position Purchase performance rights Fall 2016 Inner City Arts PD Print and publish performance and	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
	with Inter City Arts. Summer planning of grade level projects with Inner City Arts and teachers. Development of lessons, objectives, and rubrics.	Concert, and a musical production in the spring of 2017.			showcase calendar Showcases and performances throughout the school year Winter 2017 First project completed Spring 2017 Second project complete Next steps planned	

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???

| Area of Focus:
   Math **(LCAP: SA, CA, OSO, CCSS)**
   English Language Arts **(LCAP: SA, CA, OSO, CCSS)**
   Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)**
   Parent and Community Engagement **(LCAP:PI)** | School Safety, Climate and Culture (safe, respectful, responsible)   **(LCAP: SC, SE)**
   Graduation/College and Career Ready **(LCAP: SA)**
 (High Schools only – must include an indicator for CAHSEE)
School Selected (circle one):   Science,   Social Studies/History,   VAPA,   Technology,   Special Education, |

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???

Area of Focus:	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)**
Math **(LCAP: SA, CA, OSO, CCSS)**	Graduation/College and Career Ready **(LCAP: SA)**
English Language Arts **(LCAP: SA, CA, OSO, CCSS)**	(High Schools only – must include an indicator for CAHSEE)
Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)**	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Parent and Community Engagement **(LCAP:PI)**	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???

Area of Focus:	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)**
Math **(LCAP: SA, CA, OSO, CCSS)**	Graduation/College and Career Ready **(LCAP: SA)**
English Language Arts **(LCAP: SA, CA, OSO, CCSS)**	(High Schools only – must include an indicator for CAHSEE)
Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)**	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Parent and Community Engagement **(LCAP:PI)**	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???

Area of Focus:	School Safety, Climate and Culture (safe, respectful, responsible) **(LCAP: SC, SE)**
Math **(LCAP: SA, CA, OSO, CCSS)** English Language Arts **(LCAP: SA, CA, OSO, CCSS)** Closing the Gap (must include EL reclassification goal of no less than 15% increase **(LCAP: SA, CA, OSO, CCSS)** Parent and Community Engagement **(LCAP:PI)**	Graduation/College and Career Ready **(LCAP: SA)** (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

The Single Plan for Student Achievement   26 of 46   6/7/16

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCAP	245,000.00
Other	200,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	245,000.00
2000-2999: Classified Personnel Salaries	100,000.00
4000-4999: Books And Supplies	100,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCAP	245,000.00
2000-2999: Classified Personnel Salaries	Other	100,000.00
4000-4999: Books And Supplies	Other	100,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,000.00
Goal 2	75,000.00
Goal 3	35,000.00
Goal 4	20,000.00
Goal 5	140,000.00
Goal 6	125,000.00

Restricted Funding Personnel
2016-2017

Personnel	Funding	General Duty and SPSA support
Library Aide	LCAP	Support Literacy ELA

Centralized Services
Provided by Student Support Programs

School Site Council Membership

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lori Touloumian		1st	X				
John Maynard		1st			X		
Stella Franco-Allen		2nd			X		
Courtney Ellis		1st		X			
Michael Herbert	Chair	1st				X	
Marie Cantor	Co-Chair / Secretary	1st				X	
Cassandra Franklin		1st		X			
Arlette Alvarado		1st				X	
Leigh Ann Samuel		1st				X	
Numbers of members of each category:			1	2	2	5	

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X	English Learner Advisory Committee	
		Signature
	African American Parent Council	
		Signature
	Community Advisory Committee for Special Education Programs	
		Signature
	Gifted and Talented Education Program Advisory Committee	
		Signature
	Other committees established by the school or district (list):	
		Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan 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.

6. This school plan was adopted by the school site council at a public meeting on: May 24, 2016

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

Signature of ELAC chairperson	**Signature of ELAC committee member**	**Meeting Date**

Attested:

Lori Touloumian		
Typed Name of School Principal	**Signature of School Principal**	**Date**

Michael Herbert		
Typed Name of SSC Chairperson	**Signature of SSC Chairperson**	**Date**

Appendices

Pasadena Unified School District
Program Improvement Schools ONLY

School Program Improvement (PI) Activities Plan 2015-2016

Per ESEA Section 1116, LEAS must report school level PI activities related to Title I Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

Site completes ONLY sections relevant to their PI level, and ONLY sections in which they have related actions/activities (e.g., PI 4 school might only have information in section 1, sections 7, 8, or 9, and section 10). Rather than leave a section blank, please mark unused sections with "N/A".

	Information	WHO	WHAT
1	PI Year	All PI Levels	
2	Decrease management authority (eg., District provides increase administrative oversight over decisions made previously at site level)	PI 3	
3	Replace school staff relevant to the failure of making AYP (eg., specific grade levels of content areas that are not meeting targets)	PI 3	
4	Implement a new curriculum, including appropriate professional development	PI 3	
5	Extend school year or day	PI 3	
6	Appoint or contract with outside expert to advise the school on making AYP based on its school plan	PI 3	
7	Restructure or plan to restructure the internal organization	PI 3-5	
8	Plan to or open school as a public charter school	PI 4-5	
9	Plan to or did replace all or most of school staff (eg., broader action taken to change staff at the site)	PI 4-5	
10	Description of internal organizational improvements/restructuring activities planned based on data	PI All levels	

School Accountability Report Card
Insert the latest, always a year behind.

Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.
This must be reviewed annually and updated to reflect current practice

Site Level School/Parent Compact

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Charles W. Eliot Arts Magnet Academy	Principal: Lori Touloumian
School Number: 070	Counselor: Carolyn Koors
Date Completed: October, 2014	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal
96.1%	97.1%	98.1%

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

Pasadena Unified School District
Instructional Services
GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

The grey portions detail State requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in the grey. Please review this revised Checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

Rubric
1 = This is an established practice that has been in place since before the current school year.
2 = This practice is being implemented for the first time during the current school year.
3 = This practice is being developed now to be implemented during the upcoming school year.

Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
1:3 The program is articulated with the general education programs.			
Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?			
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			
Are all parents informed of the GATE Parent Education Workshops offered by the District?			
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately			

Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners. 1:3 The program is articulated with the general education programs.			
counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

Section 2: Identification			
2:1 The nomination/referral process is ongoing. 2.2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students. 2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification? Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?			
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			
Does the plan inform parents and teachers of the GATE referral window of September – December?			
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of November – January?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			

Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	1	2	3
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: • Individual Learning Plan • Independent projects • GATE clusters • Curriculum compacting • Vertical subject-matter acceleration • Grade skipping			

Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
• Outside tutoring • IB program			
Middle School Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration			
High School Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Are Advanced Placement classes are available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: • Honors classes • AP classes • IB classes • Career Pathways classes			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?			
Does the School Site Council review and approve the GATE Principals Checklist annually?			
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?			

Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing. 4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
Do schools provide enrichment activities that foster social interaction among GATE students?			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			

Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan			
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: • Kaplan's Icons of Depth and Complexity • Kaplan's Content Imperatives • Tiered Assignments • Curriculum Compacting • Flexible Grouping • Dabrowski's Over-excitabilities • Other			

Section 6: Parent and Community Involvement			
6:1 Open communication with parents and the community is maintained. 6:2 An active GATE advisory committee with parent involvement is supported by the district.			
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?			
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			

Section 6: Parent and Community Involvement			
6:1 Open communication with parents and the community is maintained.			
6:2 An active GATE advisory committee with parent involvement is supported by the district.			
Is the School GATE Plan shared with parents and the community effectively and systematically?			

Section 7: Program Assessment			
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			

Name of School Site: Charles W. Eliot Arts Magnet Academy

Principal: Lori Touloumian

School Site Council Chair (typed):

Date Approved By GATE Site Advisory Council:

Date Approved By School Site Council

Dates and times of calendared site GATE Advisory meetings 2012-2013:

Mandatory

 1st

Pasadena Unified School District
Comprehensive School Safety Plan Sb-187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Charles W. Eliot Arts Magnet Academy has complied with Senate bill 187 Comprehensive School Safety plan requirements established by California Education Code EC 35294 et seq. and approved by our School Site Council for the current school year.

Principal: _____   Date: _____
                                   (Signature)

School Safety Committee Chair: _____   Date: _____
                                                              (Signature)

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198, School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan.   SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Pasadena Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Sonia Rodarte, Director of Child Welfare, Attendance and Safety

	Pasadena Unified School District **Kindergarten Transition Plan and Objectives**
Objective	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child's school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena's Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
Mission	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
Findings	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
Actions	Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, PreK literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students. A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support. Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.

Recomendaciones del ELAC al SSC

Escuela: **ELIOT ART. MAG**   Fecha: **03/01/2016**

Las siguientes recomendaciones del Comité Asesor de Aprendices de Ingles (ELAC) al Concilio Escolar (SSC) son para el Plan Único de Aprovechamiento de Estudiantes del año 2015-2016:

Datos Examinados:	1. Examen del CEIDT. (examen de lenguaje) 2. 3.
Área de Preocupación o Necesidad::	1. Continuar con tutoria los sabados. 2. Queremos clases en tiempo de verano 3. Para nuestros estudiantes de Aprendices de English. -Tambien Talleres de Apoyo para los Padres como : COMPUTACIÓN.
Fondos/Recursos Disponibles:	Personal (incluyendo horas disponibles): 1. Maestro con 2 horas 2. Ayudante para la 3. Maestra de ~~Recursos~~ Aprendices de English. Fondos: <table><tr><td>LCFF</td><td></td></tr><tr><td>Otro</td><td></td></tr><tr><td>Total</td><td></td></tr></table>
Recomendaciones para el Plan Único:	1. Queremos que tengan apoyo a los 2. Estudiantes de Aprendices de English 3. para capacitar a los Maestros en General, dentro de las clases.

Sometemos estas recomendaciones al Concilio Escolar de parte de ELAC.

Regina Limon
Presidente del ELAC

Arlette Alvarado O.
Representante del ELAC al SSC

Regina Limon
Firma/Fecha

(firma)   03/01/2016
Firma/Fecha

Eliot Arts Magnet Academy
Student Parent School Compact

As a member of Eliot Arts Magnet Academy Community, I will

- **Respect** myself and others.
- Be **responsible** for meeting my obligations under this compact.
- Do my part to ensure the **safety** of myself and others.
- Have **high expectations** of myself and the other members of our **community of learners.**

As an Eliot STUDENT, I will	As a PARENT/GUARDIAN of an Eliot student, I will	As an Eliot TEACHER, STAFF member, ADMINISTRATOR, I will
- Make my learning a priority - Come to school each day on time, dressed in uniform, with all school supplies I need - Arrive to class on time, with the supplies necessary - Make my best effort to complete my class work and my homework to the <u>best</u> of my ability - Ask for assistance when I do not understand something or need help - Take pride in my school and respect the property of others - Be courteous, honest, and considerate to all members of my school school community.	- Have high expectations for my student's learning and behavior - See that my student arrives at school each day on time, in uniform dress code, with needed school supplies. - Provide my student with a quite time and space to do homework - Make sure that the school has my current contact information and **listen to and read all communications** from the school and PUSD - Communicate daily with my student about his or her school experiences - Communicate regularly with my child's teachers and with administrators as needed - Volunteer my time and skills as I am able	- Have expectations for every student - Help provide a safe, challenging, positive learning environment - Communicate clearly what is expected of students and be available to discuss those expectations and student progress with parents and students - Treat students and and their families with courtesy and respect - Consistently and fairly enforce school and classroom rules - Communicate in a timely fashion about meetings, deadlines, requirements, and opportunities for involvement - Cooperate and coordinate with other members of the school community

Student: Parent: *Eliot staff, faculty and administration signatures are located in the Main Office.*

Eliot Arts Magnet Academy
Acuerdo: Estudiantes Padres Escuela

Como miembro de la Comunidad Escolar Eliot de Arte
- **Respecto** a mi mismo y otras personas
- Ser **responsable** de cumplir con mis obligaciones en virtud de este acuerdo
- Hacer mi parte para garantizar la **seguridad** de mi mismo y los demás
- Tener **altas expectativas** de mi mismo y de otros miembros de esta comunidad de educandos

Como ESTUDIANTE de Eliot, lo haré	Como PADRE/TUTOR de un estudiante de Eliot, lo haré	Como un MIEMBRO DEL PERSONAL, MAESTRO O ADMINISTRADOR de Eliot, lo haré
- Hacer mi aprendizaje una prioridad - asistir a la escuela todos los días a tiempo, vestido apropiadamente, con los suministros que necesitan - Llegar a la clase a tiempo, con los suministros que necesito para hacer mi trabajo - Hacer mi mejor esfuerzo para completar mis trabajos y mis deberes a lo mejor de mi capacidad - Solicitar ayuda cuando no entiende algo o necesita ayuda - Tomar orgullo en mi escuela y respetar la propiedad de otros - Ser cortés, honesto y respetuoso con todos los miembros de la comunidad escolar	- Tener altas expectativas para el aprendizaje de mi hijo y el comportamiento - Ver que mi hijo llegue a la cada día a tiempo, vestido apropiadamente, con los suministros necesarios - Comunicarse regularmente con los maestros de mi hijo y con los administradores, según sea necesario - Asegúrese de que la escuela tiene mi información de contacto actual y escuchar/leer todas las comunicaciones de la escuela y el distrito - Comunicar a diario con mi hijo sobre las experiencias de su escuela - Ofrecer mi tiempo y habilidades de mis posibilidades	- Tener altas expectativas para cada estudiante - Proveer un ambiente seguro, desafiante y positivo - Comunique claramente lo que espera de los alumnos y estarán disponibles para discutir las expectativas y el progreso del estudiante con los padres y estudiantes - Tratar a los estudiantes ya sus familias con cortesía y respeto - Constantemente y justamente la escuela y hacer cumplir las reglas del salon - Comunicar en forma oportuna acerca de las reuniones, plazos, requisitos y oportunidades para la participación - Cooperar y coordinar con otros miembros de la comunidad escolar

Student: Parent: *Las firmas del personal Eliot, profesores y del administradores estan en exhibición en la escuela.*

Title I School-Level Parental Involvement Policy

Eliot Arts Magnet Academy

Eliot Arts Magnet Academy has developed a written Title I parental involvement policy with input from Title I parents. Eliot Arts Magnet Academy leadership team has reviewed the 2015-2016 Single Plan for Student Achievement (SPSA), reviewed the parent involvement opportunities presented, and discussed these issues with the School Site Council.

The policy to be distributed to parents through letters, posting on the school website and Facebook pages, and in the weekly phone blast. All forms of sharing the policy will be in both English and Spanish.The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Eliot Arts Magnet Academy, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - Eliot Arts Magnet Academy provides the following meetings for parents to understand their ability and rights to be involved in Title 1 programs through:

    - School Site Council (SSC)
    - English Learners Advisory Committee (ELAC)
    - African American Parent Council (AAPC)
    - Parent Teacher Association (PTA)
    - Grade Level Committees
    - Parent Workshops

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - PTA meetings offered in altering morning and afternoon times
    - Parent workshops offered at differing times
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
    - SSC, ELAC, AAPC, and PTA yearly review parent involvement in the SPSA
- The school provides parents of Title I students with timely information about Title I
    - Data updates regularly provided in SSC, ELAC, AAPC, and PTA meetings throughout the academic year including:
        - discipline data
        - student grade trends
        - district benchmarks
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - SSC, ELAC, AAPC, and PTA meetings
    - Parent workshops to explain student achievement data, student skill progress, and how parents can assist their children
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Through the development of the SPSA, parents in all groups - SSC, ELAC, AAPC, and PTA- provide input as to areas of concern and focus for the upcoming school year.

School-Parent Compact

Eliot Arts Magnet Academy distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- Eliot Arts Magnet Academy reviews the current compact yearly during the development of the SPSA.
- Any changes that any parent focus group deems necessary, is presented, discussed, and voted on by all other parent groups.

Building Capacity for Involvement

Eliot Arts Magnet Academy engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- - Yearly review of statewide testing data at all parent involvement groups - SSC, ELAC, AAPC, and PTA
  - Parent workshops provided throughout the year to assist parents in how to read their students' testing data and how to work with their students to improve their scores
  -
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - Parent workshops provided throughout the year to assist parents in how to read their students' testing data and how to work with their students to improve their scores
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - At the opening of school meeting, and throughout the school year, parent groups present to school staff during bi monthly staff meetings

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - School based groups - SSC, ELAC, AAPC, and PTA - work with Pasadena Education Network, Healthy Start, and Pasadena Educational Foundation to develop parent workshops and other opportunities

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- ○ Eliot Arts Magnet Academy provides all parent communication in English and Spanish.

- ○ Eliot Arts Magnet Academy utilizes student carried flyers, email, weekly phone blasts, Peachjar electronic flyer program, Facebook, and the school website to contact parents and keep them informed

- The school provides support for parental involvement activities requested by Title I parents.
  - ○ School based groups - SSC, ELAC, AAPC, and PTA - regularly provide input to the SPSA, the school/teacher/parent compact, and the selection of workshops offered

Accessibility

Eliot Arts Magnet Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Eliot Arts Magnet Academy provides translation from English to Spanish for all written and oral communication to parents.
- Spanish translators are provided at all parent meetings
- Eliot Arts Magnet Academy works closely with local, county, state, and federal child agencies to provide opportunities for parents to stay connected and informed about their children's' educational progress
- Eliot Arts Magnet Academy works to utilize all possible forms of communication including, but not limited to, paper and paperless flyers, email, phone calls, Facebook, and website.
- Eliot Arts Magnet Academy buildings are Americans with Disabilities Act compliant

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X English Learner Advisory Committee	_Regina Limon_ Signature
African American Parent Council	_____ Signature
Community Advisory Committee for Special Education Programs	_____ Signature
Gifted and Talented Education Program Advisory Committee	_____ Signature
Other committees established by the school or district (list):	_____ Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan 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.

6. This school plan was adopted by the school site council at a public meeting on: May 24, 2016

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

Regina Limon	_(signature)_	3/1/16
Signature of ELAC chairperson	Signature of ELAC committee member	**Meeting Date**

Attested:

Lori Touloumian	_(signature)_	5/24/16
Typed Name of School Principal	Signature of School Principal	**Date**

Michael Herbert	_(signature)_	5/24/2016
Typed Name of SSC Chairperson	Signature of SSC Chairperson	**Date**
Marie N. Cantor		5/24/16

Recomendaciones del ELAC al SSC

Escuela: Academia De Artes Magnet Eliot   Fecha: 1 de marzo de 2016

Las siguientes recomendaciones del Comité Asesor de Aprendices de Ingles (ELAC) al Concilio Escolar (SSC) son para el Plan Único de Aprovechamiento de Estudiantes del año 2015-2016:

Datos Examinados:	1.Examen de CELDT (examen del desarrollo de lenguaje) 2. 3.
Área de Preocupación o Necesidad::	1. Continuar con tutoría los sábados. 2. Queremos clases en el tiempo de verano para nuestros estudiantes de aprendices de inglés. 3. También decíamos talleres de apoyo para los padres como por ejemplo: computación
Fondos/Recursos Disponibles:	Personal (incluyendo horas disponibles): 1.Un maestro extra de 2 horas 2. Ayudante para la maestra de recursos para apoyar a los aprendices de inglés. 3.	Fondos: LCFF / Otro / Total
Recomendaciones para el Plan Único:	1. Decíamos que los estudiantes tengan más apoyos. 2. Decíamos que los maestros en general reciban más entrenamiento para mejor apoyar a los alumnos en sus clases generales. 3.

Sometemos estas recomendaciones al Concilio Escolar de parte de ELAC.

Sra. Regina Limón   3/1/16
Presidente del ELAC   Firma/Fecha

Sra. Arlette Alvarado   3/1/16
Representante del ELAC al SSC   Firma/Fecha

PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment and Development Department

ELAC Recommendations to School Site Council

School: Eliot Arts Magnet Academy   Date: March 1, 2016

The following are recommendations from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC) for the 2015-2016 Single Plan for Student Achievement:

Data Examined:	1.CELDT Test (Language assessment test) 2. 3.
Areas of Need/ Concern:	1.Continue the Saturday tutoring 2.We would also like to have classes for the students during the summer 3. We would also like parent workshops for the parents for example: Computer classes.
Funds/Resources Available:	Personnel (include hours available): 1.Additional teacher/tutor for 2 hours 2.LDRT assistant 3.
Recommendations for Single Plan:	1.We wish to have additional support for the English Learners 2. Additional training for general ed teachers so they are able to extend their support in the students core classes. 3.

Funds table (within Funds/Resources Available):

Funds:	
LCFF	
Other	
Total	

We submit these recommendations to the SSC on behalf of the ELAC.

Ms. Regina Limon   3/1/16
ELAC President (Print Name)   Signature/Date

Ms. Arlette Alvarado   3/1/16
ELAC Representative to SSC (Print Name)   Signature/Date